DOCUMENT RESUME

ED 340 939 CE 060 199

TITLE	Idaho Driver Education Instructional Guide. Revised.
INSTITUTION	Idaho State Dept. of Education, Boise.
PUB DATE	Jan 90
NOTE	345p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	Audiovisual Aids; *Disabilities; *Driver Education; Driving While Intoxicated; Equipment Maintenance; High Schools; Instructional Materials; Insurance; Moderate Mental Retardation; *Motor Vehicles; Orientation; *Safety Education
IDENTIFIERS	*Automobiles; Idaho; *Motorcycles

ABSTRACT

This driver education instructional safety guide is organized in three sections: Driver Education; Motorcycle Education; and Driver Education for the Handicapped. The driver education section contains 10 units dealing with the following topics: parent orientation; student orientation; basic control skills; driver performance; driving regulations; urban driving; country and highway driving; environmental factors; factors influencing operator's performance; and owner responsibility. The eight units on motorcycle education provide instruction in: student orientation; knowing the motorcycle; preparing to ride; motorcycle handling and performance characteristics; defensive strategies for safe driving; off-road riding; maintenance and insurance; and on-bike practice exercises. A list of motorcycle films is provided. Seven topics covered in the section on driver education for the handicapped are as follows: program objective; handicapped students; physically impaired; hearing impaired; mentally retarded students; suggested activities; and references and audiovisual materials. Each unit contains the following information: unit name, concept, performance objective, and grade level; and uses a three-column format to present guidelines for instructional programming, instructor performance, and student performance outcomes. An appendix contains the Idaho Driver Education Standardized Driving Skills Guide, skid information, tips on winter driving and vehicle emergencies; a sample motorcycle parent permission slip; information on motorcycle parts, and diagrams of four kinds of motorcycle practice exercises. The driving skills guide contains the following sections: pre- and post-driving; driving; intersections and right and left turns; country driving; turnabouts; city driving and lane change; parking; highway driving and passing; and freeway driving. (NLA)

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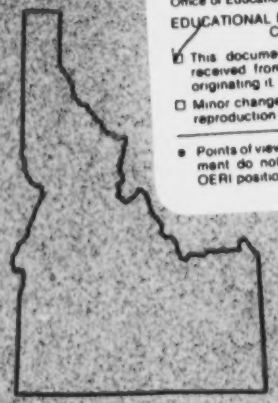

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INSTRUCTIONAL GUIDE

JERRY L. EVANS
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BOISE, IDAHO

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INSTRUCTIONAL GUIDE

IDAHO STATE DEPARTMENT OF EDUCATION

NOVEMBER 1977

REVISED: JANUARY 1990

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ACKNOWLEDGMENTS

This project is funded under Sub-element No. 10-76-100, Task No. D, of a grant through the National Highway Traffic Safety Administration.

The basic materials in this guide were developed by participants in three workshops held in January, March and June, 1976, sponsored by the Idaho Department of Education.

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HOW TO USE THE GUIDE

This publication is one of a series of safety guides developed for use in the public schools of Idaho. The Driver Education Curriculum Guide is developed in progressional sequence by units with each unit built on concepts with performance objectives, both for the instructor and the student. The instructional programming area lists aids that will add enrichment to the learning experience of the student. All films and videocassettes except some in the motorcycle units which are listed with sources are available on a free loan basis through the Idaho State Department of Education.

The Driver Education Guide includes a motorcycle supplement and a supplement for the handicapped driver. They may be used as individual "mini" courses or as enrichment materials.

This publication was developed to be used as a guide for the instructor not as a replacement of text books or other materials in current use.

The cognitive aspect of the "learned" tasks should be easy to evaluate from the type of format used. The evaluation of experiences in the affective domain of learning will remain, to a great degree, dependent on the instructor's judgment. It is expected that due to the spelling-out of performance objectives, evaluation will be more uniform throughout the state.

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UNIT I - Parent Orientation to Driver Education

CONCEPTS:

1-1 Parent Orientation to Driver Education

PERFORMANCE OBJECTIVE:

The parents will understand how the driver education program is organized.

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UNIT: I Parent Orientation

CONCEPT: 1-1 Parent Orientation to Driver Education

PERFORMANCE OBJECTIVE: The parent will understand how the driver education program is organized and the function and capabilities of the automobile.

Instructional Programming	Instructor Performance	Parent Performance
Letter to parents (See Administrative Guide) Parent Orientation: Permit requirements Will explain the limitations of the permit. Expectations: Attendance Grading behind the wheel instruction classroom instruction attitude Scheduling: format parental permission-- not a permit to drive--see Administrative Guide	1-1.1 The Aims of Driver Education a. Promote the safe, efficient, and enjoyable use of equipment and environment. b. Develop a strong sense of personal and social responsibility for common welfare. c. Develop pride in maintaining high standards of performance. d. Promote effective habits of cooperation in meeting and solving common problems. e. Prepare people for useful vocations suited to their individual abilities.	1-1.1 The parent will get copies of all legal documents prescribed by law.

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UNIT II - Student Orientation to Driver Education

CONCEPTS:

2-1 Student Orientation to Driver Education.

FILM: It's a Matter of Attitude (Ford)

PERFORMANCE OBJECTIVE:

The students will understand how the driver education program is organized.

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UNIT: II Student Orientation

CONCEPT: 2-1 Student Orientation to Driver Education

PERFORMANCE OBJECTIVE: The students will understand how the driver education program is organized.

Instructional Programming	Instructor Performance	Student Performance
	2-1.1 Registration of Students.	2-1.1 Will list their full name, sex, age, parents' full name, class level, address, school, telephone number, date of birth, instruction permit number.
	2-1.2 Explanation of the permit to drive.	2-1.2 Will understand the limitations of the permit to drive.
	2-1.3 Explanation of the program: Organization of course content as it relates to the student and traffic environment. a. What is the most important element of the driving picture? b. Driving involves: 1. Thinking 2. Skill 3. Sound judgment 4. Changing environment 5. Cooperation	2-1.3 Will verbally relate to driving tasks as outlined in the course. a. Will be able to visualize the dynamics of the driving picture. b. Will be able to give examples of the involvement of thinking, skill, judgment in the changing environment.
	2-1.4 Distribute and discuss the schedule and textbooks.	2-1.4 Will know where to report for each activity and understand their homework assignments.

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UNIT: II Student Orientation

CONCEPT: 2-1 Student Orientation to Driver Education

PERFORMANCE OBJECTIVE: The students will understand how the driver education program is organized.

Instructional Programming	Instructor Performance	Student Performance
	2-1.5 Introductory course materials a. Identify "I" b. Predict "P" c. *Decide "D"/(Confirm "C") d. Execute "E"	2-1.5 Will: a. Identify driving clues. b. Predict the actions of others. c. Decide what are the appropriate actions and *(Confirm). d. Execute the decision.
	2-1.6 Identification of the student's responsibilities. a. Limitations of the motor vehicle. b. Physical ability. c. Seeing skill. d. Reading the traffic environment. e. The relationship between experience and judgment. f. The relation of time, speed, and space.	2-1.6 Will explain his/her responsibilities: a. Knows the limitations of the vehicle. b. Explain the concepts of physical ability. c. Understands what seeing skills are. d. Knows what ingredients are needed to read the traffic environment. e. Can give examples of judgment and experience. f. Can define the relationships of speed, space, and time.
NEW WORDS: IPDE	2-1.7 Explain the basic traffic laws and discuss traffic signs and signals.	2-1.7 Will explain the basic traffic laws. Will identify, name, and interpret the various traffic signs and signals.
	* May be taught as Decide and Confirm	*May be taught as Confirm

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UNIT: II Student Orientation

CONCEPT: 2-1 Student Orientation to Driver Education

PERFORMANCE OBJECTIVE: The students will understand how the driver education program is organized.

Instructional Programming	Instructor Performance	Student Performance
FILMS: "It's a Matter of Attitude" (Ford)14 min NEW WORDS: acuity, perception	2-1.8 Determination of the psychophysical abilities of the students a. visual acuity b. field of vision c. glare recovery d. depth perception e. night vision f. reaction time g. hearing 2-1.9 The privilege to Drive a. age requirement b. ticket to freedom c. what license means to me d. responsibilities involved in keeping the license	2-1.8 Will understand the importance of the results of the psychophysical tests and interpret their test results. What is my: a. visual acuity b. field of vision c. glare recovery d. depth perception e. night vision f. reaction time g. hearing Will understand how these test results will affect his/her driving performance. 2-1.9 Will explain the requirements of the license. a. Will explain what the license means to him/her. b. Realizes and accepts the responsibilities of the license.

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UNIT: II Student Orientation

CONCEPT: 2-1 Student Orientation to Driver Education

PERFORMANCE OBJECTIVE: The students will understand how the driver education program is organized.

Instructional Programming	Instructor Performance	Student Performance
	2-1.10 The Aims of Driver Education a. Promote the safe, efficient, and enjoyable use of equipment and environment. b. Develop a strong sense of personal and social responsibility for common welfare. c. Develop pride in maintaining high standards of performance. d. Promote effective habits of cooperation in meeting and solving common problems. e. Prepare people for useful vocations suited to their individual abilities.	2-1.10 Student Aims: a. Will discover the basis for intelligent and proper driving behavior. b. Will identify the need to learn correct driving skills. c. Will exhibit a good attitude about driving. d. Will begin to exhibit good judgment.
	2-1.11 Will stress the importance of correct habits and uniformity in the driving procedure, i.e., a. Steering and hand position b. Communication c. Driving posture & Restraints d. Right of way e. Visual contact f. Eye movement g. Blind spot check h. Changing lanes	2-1.11 Will exhibit correct habits and uniformity. a. Will know what to do. b. Will know how to do it. c. Will do it consistently.
At this point Pre and Post Driving of the Skills Guide should have been covered.		

UNIT III - Basic Control Skills

CONCEPTS:

3-1 Vehicle familiarization
3-2 Pre-ignition checks
3-3 Putting the car in motion
3-4 Braking and stopping
3-5 Backing
3-6 Parking and securing

FILMS:

Broken Glass 2nd Ed.
Car in Motion
Idaho Safety Belt Story
Safety Times Three
Safety Belts and You
Safety Belts: A Life Saving Habit
Smith System (1987 Edition)

VIDEOS:

Buckle Up (district-owned)
Smith System Driver Improvement (1987)

PERFORMANCE OBJECTIVE:

(3-1) The students will prepare the vehicle and its occupants for safe and efficient travel.
(3-2) The students will correctly execute the prestart and starting procedures.
(3-3) The students will enter the traffic flow from a parked position.
(3-4) The students will understand the importance of making smooth and effective stops from various speeds.
(3-5) The students will demonstrate visual search action, control of steering, speed, and braking.
(3-6) The students will demonstrate proficiency in parking, securing, and leaving the automobile.

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UNIT: III Basic Control Skills

CONCEPT: 3-1 Vehicle Familiarization

PERFORMANCE OBJECTIVE: The students will prepare the vehicle and its occupants for safe and efficient travel.

Instructional Programming	Instructor Performance	Student Performance
Individualized or group instruction Vehicle familiarization VIDEOS: Idaho Safety Belt Story 16 min. Ride of Your Life 23 min. Before & After, Toney Lineberry Story 33 min. Safety Restraint packets are available from: Office of Highway Safety Department of Transportation P.O. Box 7129 Boise, ID 83707 Phone (208) 334-8109	3-1.1 Locate and explain the purpose of the vehicle's controls, gauges, and the proper use of safety equipment. a. Comfort system b. Vehicle check c. Vehicle check system d. Visibility system e. Communication system f. Anti-theft 3-1.2 Discuss the importance of using safety restraints. a. Safety belts reduce risk of injury and fatalities by 50%. b. Prevent ejection from automobile. Three times more likely to be killed if thrown from vehicle.	3-1.1 The student will perform the following: a. Identify all driving controls. b. Identify and explain gauges of the vehicles. c. Identify and utilize safety devices. d. Identify and adjust all visibility aids in the vehicle. e. Check and understand what is under the hood. f. Change tire. 3-1.2 Understand the importance of safety restraints.

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UNIT: III Basic Control Skills

CONCEPT: 3-1 Vehicle Familiarization {Safety Belt Usage}(continued)

PERFORMANCE OBJECTIVE: The students will prepare the vehicle and its occupants for safe and efficient travel.

Instructional Programming	Instructor Performance	Student Performance
	3-1.3 Explain various types of restraints. a. Shoulder harness and lap belts in front and back seats. b. Passive restraints which are automatic belt systems. c. Airbags	3-1.3 Driver and occupant will wear safety belts.
	3-1.4 Explain driver's responsibility to insure passengers' safety by requiring safety restraint use.	3-1.4 Driver will understand the responsibility of safety restraints to insure passenger safety.

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UNIT: III Basic Control Skills

CONCEPT: 3-2 Pre-ignition checks

PERFORMANCE OBJECTIVE: The students will correctly execute the prestart and starting procedures.

Instructional Programming	Instructor Performance	Student Performance
Skills Guide Entering and Pre-Ignition Setting the Vehicle in Motion	3-2.1 Emphasis placed on seat and mirror adjustments. 3-2.2 Discuss and clarify procedures for pre-ignition and starting the vehicle. a. Refer to Skills Guide 3-2.3 Attention directed toward gear selection and brake coverage while starting.	3-2.1 Will correctly operate the controls and check gauges and safety features required in pre-ignition procedures. 3-2.2 Will perform the pre-ignition procedures. 3-2.3 Will start the vehicle according to prescribed procedure.

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UNIT: III Basic Control Skills

CONCEPT: 3-3 Putting the Car in Motion

PERFORMANCE OBJECTIVE: The students will enter the traffic flow from a parked position.

Instructional Programming	Instructor Performance	Student Performance
Use of isolated area for practicing acceleration and braking activities. Performance route FILMS: Car in Motion 10 min. Smith System 25 min. VIDEOS: Smith System Driver Improvement (1987)	3-3.1 Discuss and clarify the procedure for entering the roadway, braking and stopping. 3-3.2 Demonstrate prestart and starting action. 3-3.3 Selection of gear and forward movement. 3-3.4 Entering traffic with emphasis on visual search and speed control. 3-3.5 Emphasize lane placement, speed control, and space cushion.	3-3.1 Will understand the procedure for entering roadways, braking and stopping. 3-3.2 Will put vehicle in motion. 3-3.3 Will enter the traffic after looking, signaling and yielding. 3-3.4 Will place vehicle in proper lane and adjust speed to traffic flow.

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UNIT: III Basic Control Skills

CONCEPT: 3-4 Braking and Stopping

PERFORMANCE OBJECTIVE: The students will understand the importance of making smooth and effective stops from various speeds.

Instructional Programming	Instructor Performance	Student Performance
Performance Site: select isolated area for practice. Skills Guide - Braking NEW WORDS: disc brakes anti-lock brakes manual brakes power brakes	3-4.1 Discuss the importance of brakes applied to desired degree and released when directed. 3-4.2 Stress the importance of coordinating braking and steering techniques. 3-4.3 Discuss types of braking systems. 3-4.4 Emphasize and demonstrate how sudden and hard braking indicates that student has not identified possible conflict early in the traffic picture.	3-4.1 Will coordinate deceleration with application of brake. 3-4.2 When instructor requests, the student will slow vehicle to designated speed by braking and changing position within the lane by steering. 3-4.3 In making a complete stop, student will apply the brakes gradually and release slightly before full stop. 3-4.4 Student will perform visual search to reduce the need of sudden and hard braking.

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UNIT: III Basic Control Skills

CONCEPT: 3-5 Backing

PERFORMANCE OBJECTIVE: The students will demonstrate visual search, action, control of steering, speed, and braking.

Instructional Programming	Instructor Performance	Student Performance
Performance Site Perform activity in off-street area to minimize possible danger. Skills Guide - Backing	3-5.1 Discuss and clarify procedures for backing. 3-5.2 Demonstrate and explain the importance of body position to see the path of travel and the position of the hands on the wheel. 3-5.3 Demonstrate backing: a. Straight line b. Turning while backing c. Back through planned route	3-5.1 Will understand the proper backing procedure. 3-5.2 Will back vehicle and demonstrate speed, braking and steering control. 3-5.3 Will demonstrate proficiency in backing by doing the following: a. Back in a straight line for a specific distance and stop at a given spot. b. Back around corners both right and left. c. Back through prearranged course.

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UNIT: III Basic Skills

CONCEPT: 3-6 Parking and Securing

PERFORMANCE OBJECTIVE: The students will demonstrate proficiency in parking, securing and leaving the automobile.

Instructional Programming	Instructor Performance	Student Performance
Individualized instruction Skills Guide - Leaving the Vehicle	3-6.1 Discuss and clarify procedures for returning to starting point and securing vehicle. 3-6.2 Demonstrate return to starting point using proper signal, turning and braking. 3-6.3 Demonstrate securing of vehicle; attention should be directed toward gear selection, parking, braking, and angle of wheels. 3-6.4 Demonstrate proper method of leaving the vehicle. Stress checking blind spot before leaving vehicle, removing keys, and locking vehicle.	3-6.1 Will understand procedures for returning to starting point and securing vehicle. 3-6.2 Will return to starting point using proper signal, turning and braking. 3-6.3 Will secure the vehicle using proper procedures. 3-6.4 Will select the best and safest route to leave the vehicle.

UNIT IV - Driver Performance

CONCEPTS:

4-1 Positioning
4-2 Speed Adjustment
4-3 Communication
4-4 Signaling
4-5 Right & Left Turns
4-6 Turnabouts
4-7 Parking

FILMS:

Attitudes, Emotions & Driving
Attitudes on Wheels
Defensive Driving Tactics
Defensive Driving Tactics, 2nd Ed.
Driver Attitude
Driving Like a Pro
Driving Under Special Conditions
Parking Tactics
Road Talk
Space Driving Tactics
Space Driving Tactics, 2nd Ed.
Tailgating: How Close is Too Close?
Visual Perception Part I & Part II

VIDEOS:

On the Streets #2
Visual Perception Part I & II

PERFORMANCE OBJECTIVES:

(4-1) The students will position the car for performance and safety.
(4-2) The students will adjust speed and perform skills.
(4-3) The students will understand methods of driver communication.
(4-4) The students will signal correctly for safe and efficient operation of the vehicle.
(4-5) The students will make proper right and left turns.
(4-6) The students will demonstrate the correct procedure for turning the car around.
(4-7) The students will perform the different methods of parking.

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Driver Education Guide

UNIT: IV Driver Performance

CONCEPT: 4-1 Positioning

PERFORMANCE OBJECTIVE: The students will position the car for performance and safety.

Instructional Programming	Instructor Performance	Student Performance
Skills Guide Car Positioning/Tracking FILMS: Tailgating: How Close is Too Close? 15 min. Space Driving Tactics 14 min. Space Driving Tactics(2nd Edition) 14 min. Visual Perception Part I 11 min Visual Perception Part II 9 min VIDEOS: Visual Perception Part I & II 20 min On the Streets #2 Ford-- (district owned) 12:30 min.	4-1.1 Inform the student of positioning the car for safety and performance. a. Space Cushion b. Following distance c. Traveling lane d. Turning e. Lane changes	4-1.1 Will maintain proper car positioning for safe driving. a. Space Cushion (1) 2-3 second following distance (2) 4-second path travel (3) 12-second visual lead for lower speed (4) 20-30-second visual lead for higher speed. (5) Check rearview mirror frequently.

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UNIT: IV Driver Performance

CONCEPT: 4-2 Speed Adjustment

PERFORMANCE OBJECTIVE: The students will adjust speed and perform skills.

Instructional Programming	Instructor Performance	Student Performance
FILMS: Attitudes, Emotions & Driving 16 min. Attitudes on Wheels 18 min. Driving Under Special Conditions 25 min. Driver Attitude 15 min.	4-2.1 Instruct the students as to the need of speed adjustment.	4-2.1 & 4.2.2 Will perform the driving skills at a safe and proper speed as determined by types of driving conditions.
	4-2.2 What determines the proper speed to travel? a. Posted limits b. Road conditions c. Weather conditions d. Traffic e. Location f. Other	
	4-2.3 How to perform the skill. a. Automatic b. Standard	4-2.3 Will explain the difference between automatic and standard transmission.

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UNIT: IV Driver performance

CONCEPT: 4-3 Communication

PERFORMANCE OBJECTIVE: The students will understand methods of driver communication.

Instructional Programming	Instructor Performance	Student Performance
FILMS: Road Talk 10 min. Driving Like a Pro 31 min. Visual Perception Part I 11 min. Visual Perception Part II 9 min. VIDEOS: Visual Perceptions Part I & II 20 min	4-3.1 Will instruct the student in the different methods drivers use in communicating their intentions. a. Horn b. Directional signals c. Brake lights d. Hazard lights e. Speed f. Positions g. Eye contact	4-3.1 Will be able to interpret the intentions of the other drivers through cues from the different methods of communicating.
	4-3.2 Demonstrate the methods of communication.	4-3.2 Will perform communicating skills while driving.
	4-3.3 Review *IPDE in relation to communications.	4-3.3 Will use the *IPDE method in identifying the "big picture".
	*May be taught IPD/CE C = Confirm	*May be taught IPD/CE C = Confirm
NEW WORDS: Smog		

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Driver Education Guide

UNIT: IV Driver Performance

CONCEPT: 4-4 Signaling

PERFORMANCE OBJECTIVE: The students will signal correctly for safe and efficient operation of the vehicle.

Instructional Programming	Instructor Performance	Student Performance
Idaho Driver's Manual-The Driving Task	4-4.1 Instruct students why signaling is necessary.	4-4.1 Will understand when and why signaling is necessary.
	4-4.2 Instruct when signaling is necessary: a. Time b. Distance c. Position	4-4.2 Will exhibit knowledge in timing for signaling safe turns.
	4-4.3 Instruct how to signal properly a. Mechanical b. Hand and arm	4-4.3 Will demonstrate mechanical and hand-and-arm signaling.

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UNIT: IV Driver Performance

CONCEPT: 4-5 Right and Left Turns

PERFORMANCE OBJECTIVE: The students will make proper right and left turns.

Instructional Performance	Instructor Performance	Student Performance
Skills Guide Left and Right Turns Idaho Driver's Manual-Traffic Laws FILMS: Driving Like a Pro 31 min.	4-5.1 Instruct students in the proper methods of turning a car. a. Procedure b. *IDP/CE c. Right of way d. Car position (before and after) e. Signaling f. Left turn lane 4-5.2 Observe proper turning skills *May be taught as IDP/CE C = Confirm	4-5.1 Will understand the procedure necessary to make a turn. 4-5.2 Will perform the turning skill safely and properly.

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UNIT: IV Driver Performance

CONCEPT: 4-6 Turnabouts

PERFORMANCE OBJECTIVE: The students will demonstrate the correct procedure for turning the car around.

Instructional Programming	Instructor Performance	Student Performance
Skills Guide - Turnabouts FILMS: Defensive Driving Tactics 12 min. Defensive Driving Tactics 2nd Ed. 15 min.	4-6.1 Explain the proper method of making turnabouts. a. Positioning of the car b. When turnabouts should be made c. Where turnabouts can be made d. Methods of turning the car around (1) Go around the block (2) 2-point (3) U-turn (4) 3-point	4-6.1 Will understand the procedure to follow in making proper turnabouts. a. Will know how to position the car, use all safety precautions necessary, and signaling procedures. b. Will perform the maneuvers correctly.

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UNIT IV Driver Performance

CONCEPT: 4-7 Parking

PERFORMANCE OBJECTIVE: The students will perform the different methods of parking.

Instructional Programming	Instructor Performance	Student Performance
Skills Guide - Parking FILMS: Parking Tactics 16 min.	4-7.1 Will explain and demonstrate to the students the proper skills necessary to park a car properly. a. Angle parking (1) front-in (2) back-in b. Parallel parking c. Perpendicular parking d. Parking on hills	4-7.1 Will understand the procedures necessary to park a car properly and should be able to perform said skills.
	4-7.2 Will teach the student to re-enter traffic following parking.	4-7.2 Will demonstrate how to re-enter traffic after a parked position.
	4-7.3 Instruct the student on the need for and proper method of securing a parked car to prevent theft and vandalism.	4-7.3 Will be able to secure a car to avoid problem of theft and vandalism.

UNIT V - Driving Regulations

CONCEPTS:

5-1 Learn driving regulations
5-2 Learn the rules for cooperation while driving
5-3 Learn driving regulations

FILMS:

Auto Accident-What to do Afterward
Day in Court
Signs and Lines
Safety Times Three
Traffic Court

VIDEOS:

Are You Reading Me?
Automotive First Aid & Safety
Legal Concepts and Driving
Steps to Take At An Accident

PERFORMANCE OBJECTIVE:

(5-1) The students will demonstrate the responsibilities that are associated with obtaining a driver's license.
(5-2) The students will acquire a fundamental attitude of cooperation with traffic.
(5-3) The students will acquire a proficient knowledge of traffic laws.

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Driver Education Guide

UNIT: V Driving Regulations

CONCEPT: 5-1 Learn Driving Regulations

PERFORMANCE OBJECTIVE: The students will demonstrate the responsibilities that are associated with obtaining a driver's license.

Instructional Program	Instructor Performance		Student Performance	
Idaho Driver's Manual Idaho Code Section 49-401 to 49-456 (See Appendix - page 48) FILMS: Day in Court 25 min. Traffic Court 14 min. VIDEOS: Steps To Take At An Accident 15 min. Legal Concepts and Driving 15 min.	5-1.1	Explain the need for licensing the vehicle.	5-1.1	Will know the basic licensing requirements in Idaho.
	5-1.2	Explain the vehicle registration and licensing requirements.	5-1.2	Will understand the responsibilities for carrying license and registration
	5-1.3	List and explain the requirements for obtaining a driver's license.	5-1.3	Will understand responsibilities and procedures for driver and vehicle licensing for various vehicles.
	5-1.4	What are the responsibilities in case of an accident: (a) Driver (b) Community	5-1.4	Will identify the driver's social responsibilities.
	5-1.5	Discuss reasons that a driver's license can be suspended or revoked.	5.1.5	Will state reasons for suspension, loss or revocation of license.
	5-1.6	Class discussion on impact of losing a driver's license.	5-1.6	Will role play: What happens when license is lost by student or parent?
	5-1.7	Question: What items should be added to or deleted from licensing requirements?	5-1.7	Will prepare his personal plan on improvement of driver licensing.

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UNIT V Driving Regulations

CONCEPT: 5-2 Learn the rules for cooperation while driving.

PERFORMANCE OBJECTIVE: The students will acquire a fundamental attitude of cooperation with traffic.

Instructional Programming	Instructor Performance	Student Performance
Idaho Driver's Manual FILMS: Safety Times Three 17 min.	5-2.1 Discuss observation of traffic and roadway.	5-2.1 Will identify items that drivers should observe on and adjacent to roadways while driving.
	5-2.2 Why is communication with other road users necessary?	5-2.2 Will explain various means of driver communication, identifying need and illustrating with examples.
	5-2.3 Discuss the 3 C's of driving and their importance to driver attitudes. a. Courtesy b. Communication c. Care	5-2.3 Will explain the three C's and their importance to the student and his/her survival.
	5-2.4 Discuss reasons for speed adjustment, positioning and planning ahead during the driving task.	5-2.4 Will be able to give examples of speed adjustment, positioning, and planning ahead during driving.

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UNIT: V Driver Regulations

CONCEPT: 5-3 Learn Driving Regulations

PERFORMANCE OBJECTIVE: The students will acquire a proficient knowledge of traffic laws.

Instructional Programming		Instructor Performance		Student Performance
Idaho Driver's Manual - The Driving Task, A Safe Vehicle is your Responsibility Idaho Code - Rules of Road Uniform Vehicle Code FILMS: Signs and Lines 11 min. Auto Accident-What to do Afterward 10 min. VIDEOS: Are You Reading Me? 9 min. Automotive First Aid & Safety	5-3.1	Review rules of the road with emphasis on: a. Their necessity? b. Ones resulting in most violations? c. Those that cause accidents?	5-3.1	Will define traffic laws and their purpose.
	5-3.2	Discuss how traffic laws are created, who performs enforcement, and how they are handled by the court system.	5-3.2	Will explain the purpose and function of the court system.
	5-3.3	Discuss the 3 E's and explain Law Enforcement's place in the highway transportation picture. a. Education b. Engineering c. Enforcement	5-3.3	Will identify traffic laws that might need to be revised and reasons based on 3 E's.
	5-3.4	Why are safety rules created? Identify some of the more common rules of law and human behavior.	5-3.4	Will identify those safety rules that have particular application to driving in Idaho.
	5-3.5	Show and discuss the various types, colors, meanings of traffic control devices.	5-3.5	Will identify significance: a. Sign colors, shapes, and symbols. b. Traffic signal indications. c. Application and meaning of pavement markings.
	5-3.6	Identify and discuss presently required and local ordinance vehicle safety equipment.	5-3.6	Will identify required vehicle safety equipment.
	5-3.7	Discuss accidents in relationship to faulty vehicle equipment.	5-3.7	Will identify driver's response for preventative maintenance relative to faulty equipment.

UNIT VI - Urban Driving

CONCEPTS:

6-1 Intersections
6-2 Space, Time Management for car positioning in traffic--following
6-3 Space, Time Management for car positioning in traffic--being followed
6-4 Space, Time Management for car positioning--lane placement
6-5 Lane Changing
6-6 Residential Area

FILM:

Driving in the City
Driving Like a Pro
Safety Facts About Crossing Tracks
Space Driving Tactics
Space Driving Tactics, 2nd. Edition
Visual Perceptions - Eye Habits
Visual Perceptions - Identification

VIDEOS:

On the Streets
Operation Life Saver
Visual Perceptions Part I and II

PERFORMANCE OBJECTIVE:

(6-1) The students will learn to Identify, Predict, Decide and Execute (may be taught as IPD/CE) the urban environment.
(6-2) The students will gain a progressive understanding of complex traffic patterns.
(6-3) Provided with selected traffic situations, the student will demonstrate lane placement, communication, and speed control to drivers following.
(6-4) Provided with various roadways with oncoming traffic, the students will identify potentially dangerous meeting situations, predict possible traffic development, decide on the best course of action to take and properly regulate the speed and placement of his/her vehicle.
(6-5) Given selected traffic situations, the students will apply the *IPDE process in making a specified lane change.
(6-6) The students will identify residential driving situations and determine solutions to reduce conflict.

*May be taught as IPD/CE C = Confirm

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UNIT: VI Urban Driving

Driver Education Guide

CONCEPT: 6-1 Intersections

PERFORMANCE OBJECTIVE: The students will learn to Identify, Predict, Decide and Execute (may be taught IPD/CE) the urban environment.

Instructional Programming	Instructor Performance	Student Performance
Skills Guide - Intersections Magnetic traffic board, remote control, and matchbox cars. Diagram of intersection FILMS: Driving Like a Pro 32 min. Visual Perceptions - Eye Habits 11 min. Visual Perceptions - Identification 9 min. VIDEOS: Visual Perceptions Part I & II 20 min. NEW WORDS: unregulated	6-1.1 Discuss and illustrate proper traffic movement in various types of intersections. 6-1.2 Group discussion on intersection conflicts: a. Cars (various sizes, shapes, colors) b. Buildings c. Trees d. Hedges e. Pedestrians 6-1.3 Discuss and illustrate various types of controlled and uncontrolled intersections such as: a. Four-way stop b. Uncontrolled or unregulated c. Signal controlled d. Yield 6-1.4 Analyze braking at different intersections, crossing and merging at a stop sign, yielding and right-of-way.	6-1.1 Will identify various types of intersections and proper movement relative to each. 6-1.2 Will evaluate potential conflicts of various intersections and determine how they can be minimized. 6-1.3 Will identify intersections as controlled, uncontrolled, or unregulated and determine actions or reasons why they are controlled or not. 6-1.4 Will identify and determine relevant clues and effective means of handling various situations at intersections.

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UNIT: VI Urban Driving

CONCEPT: 6-1 Intersections (Railroad)

PERFORMANCE OBJECTIVE: The students will learn to Identify, Predict, Decide and Execute (may be taught as IPD/CE) the urban environment.

Instructional Programming	Instructor Performance	Student Performance
Idaho Driver's Manual - Signs, Signals and Pavement Markings FILMS: Safety Facts About Crossing Tracks 15 min. VIDEOS: Operation Life Saver-- Union Pacific Railroad	6-1.5 Define and illustrate various hazards, precautions, and techniques necessary for safe negotiation of railroad intersections.	6-1.5 Will identify hazards and precautions necessary to negotiate railroad intersections safely.

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UNIT: VI Urban Driving

CONCEPT: 6-1 Intersections

PERFORMANCE OBJECTIVE: In selected driving situations, the students will demonstrate the proper actions at various types of intersections.

Instructional Performance	Instructor Performance	Student Performance
Skills Guide - Intersections FILM: Driving In The City 10 min.	6-1.6 Demonstrate carefully the visual search: checking left, straight ahead right and left again before going through intersection. Stress the point that each intersection is different and may require a different search pattern.	6-1.6 Will formalize a visual search pattern to be employed at intersections.
	6-1.7 Discuss and clarify intersecting procedures.	6-1.7 Will understands intersection procedures.
	6-1.8 Establish guidelines to determine appropriate speed to be used when approaching intersections based on results of scanning.	6-1.8 Will be able to: a. Identify a controlled or uncontrolled, (regulated or unregulated) intersection. b. Identify certain types of conflicts and controls. c. Determine if speed is appropriate and recognize appropriate speed. d. Describe safe means of negotiating particular intersections.

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UNIT: VI Urban Driving

CONCEPT: 6-1 Intersections

PERFORMANCE OBJECTIVE In selected driving situations, the students will demonstrate the proper actions for various types of intersections.

Instructional Performance	Instructor Performance	Student Performance
Skills Guide - Intersections Idaho Driver's Manual - The Driving Task	6-1.9 Demonstrate proper maneuvers at various intersections.	6-1.9 Will develop the capabilities to make well-timed and accurate turning movements at intersections by: a. Demonstrating methods in communicating intentions to other drivers. b. Signaling and turning. c. Speed control. d. Attention to regulatory devices and controls.

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Driver Education Guide

UNIT: VI Urban Driving

CONCEPT: 6-2 Space, Time Management for car positioning in traffic--following.

PERFORMANCE OBJECTIVE: The students will gain a progressive understanding of complex traffic patterns.

Instructional Programming	Instructor Performance	Student Performance
Skills Guide - Car Positioning and Trafficking Idaho Driver's Manual - The Driving Task FILMS: Space Driving Tactics 14 min. Space Driving Tactics 2nd Edition 14 min. VIDEOS: On the Streets (Ford Series) Space Driving Tactics 2nd Edition 14 min.	6-2.1 Discuss and clarify 'following' procedures. 6-2.2 Instructor selects traffic conditions where "time interval" concept will be utilized where student applies the "following distance rule." 6-2.3 Demonstrate the following tasks to minimize possible conflicts: a. Acceleration or deceleration b. Lane change actions c. Advanced signaling 6-2.4 Explanation of "danger zone" and how it is influenced by speed.	6-2.1 Will understand 'following' procedures. 6-2.2 Will employ the "time interval" following distance rule to maintain space cushion. 6-2.3 The following activities will be demonstrated on two-lane, multi-lane and expressway when possible: a. Acceleration or deceleration b. Lane change actions c. Advanced signaling 6-2.4 Will demonstrate a proficiency in reducing the following conflicts from such clues as: a. Signal lights b. Slow-moving vehicles c. Turning vehicles d. Lane "jumpers" e. Pedestrians

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Driver Education Guide

UNIT: VI Urban Driving

CONCEPT: 6-3 Space, Time Management for car positioning in traffic--being followed.

PERFORMANCE OBJECTIVE: Provide selected traffic situations, the students will demonstrate lane placement, communication and speed control to drivers following.

Instructional Programming	Instructor Performance	Student Performance
Skills Guide - Car Positioning and Tracking Idaho Driver's Manual - The Driving Task	6-3.1 Discuss and clarify being followed.	6-3.1 Will understand the procedures involved in being followed.
	6-3.2 Coordination of visual search to the front and rear. Beginning driver has a tendency to focus attention in only one direction.	6-3.2 Will maintain visual search patterns before and after.
	6-3.3 Maintain space cushion to the front and rear as necessary.	6-3.3 Will adjust car position through speed and steering to maintain space cushion front and rear.
	6-3.4 Warn driver of diminishing space cushion. Sudden driver action, such as braking, requires drastic action on part of other drivers.	6-3.4 Will warn following driver by use of brake lights, signals and position.

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UNIT: VI Urban Driving

CONCEPT: 6-4 Space, Time Management for car positioning in traffic--lane placement

PERFORMANCE OBJECTIVE: Provide various roadways with oncoming traffic, the student will identify potentially dangerous meeting situations, predict possible traffic development decide on the best course of action to take and properly regulate the speed and placement of his/her vehicle.

Instructional Programming	Instructor Performance	Student Performance
Skills Guide - Car Positions and Tracking Visual Aide: Remote controlled cars	6-4.1 Discuss and clarify lane placement procedure. 6-4.2 Involve all students in the car by asking such questions as "How do you predict the action of oncoming cars?" 6-4.3 Aid in the determination of proper speed and position in relation to traffic conditions.	6-4.1 Will understand lane placement procedure. 6-4.2 Will identify conditions or situations which could force a car to cross into his lane. a. Demonstrates, *IPDE in meeting situations before conflict exists. b. Will adjust vehicle positioning according to traffic conditions. 6-4.3 Will demonstrate proper speed and position of vehicle. *May be taught as IPD/CE C=Confirm

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UNIT: VI Urban Driving

CONCEPT: 6-5 Lane Changing

PERFORMANCE OBJECTIVE: Given selected traffic situations, the students will apply the IPD/CE process in making a specified lane change.

Instructional Programming	Instructor Performance	Student Performance
Blind-spot demonstration performed on off-street area. Skills Guide - Lane Changes Idaho Driver's Manual - (see index on lane changes)	6-5.1 Discuss and clarify lane changing procedures. 6-5.2 Demonstration of techniques needed to avoid blind spot positioning. 6-5.3 Demonstration of lane changing under varying traffic conditions. 6-5.4 Demonstration of proper acceleration in changing lanes. 6-5.5 Discuss and clarify lane changing hazards.	6-5.1 Will understand lane changing procedures. 6-5.2 Will demonstrate the concept of blind spots by stopping with parked car in blind spot. 6-5.3 All driving activities will involve lane changing multi-lane and expressway roads when possible. 6-5.4 Will select lane changing which require an increase of speed. 6-5.5 Will recognize lane changing hazards.

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UNIT: VI Urban Driving

CONCEPT: 6-6 Residential Area

PERFORMANCE OBJECTIVE: The students will identify residential driving situations and determine solutions to reduce conflict.

Instructional Programming	Instructor Performance	Student Performance
Skills Guide - Intersections, City Driving and Lane Changes Idaho Driver's Manual - Traffic Laws	6-6.1 Group discussion of residential driving hazards such as: a. Parked cars b. Cars in driveway c. School zone d. Children and pedestrians e. High hedges and trees f. Houses g. Large trucks h. Bicycles i. Motorcycles j. Railroad Crossings k. Alleys l. Out-of-state cars m. Weather n. Night Driving o. Other	6-6.1 Will identify hazards associated with residential driving.
	6-6.2 Discuss existing hazards at intersections. a. Uncontrolled/Controlled b. Right-of way c. Well-paved through streets	6-6.2 Will identify intersection hazards.
	6-6.3 Group discussion of: a. Blind intersections b. Blind spots	6-6.3 Will demonstrate vehicle placement in order to avoid potential conflicts.

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UNIT: VI Urban Driving

CONCEPT: 6-6 Residential Areas

PERFORMANCE OBJECTIVE: The students will identify residential driving situations and determine solutions to reduce conflict.

Instructional Programming	Instructor Performance		Student Performance	
	6-6.4	Develop student's ability to draw together previously learned driving techniques that lend themselves to safe and proper residential driving.	6-6.4	Will develop skills previously learned to incorporate safe and proper residential driving techniques.
	6-6.5	Develop student's ability to recognize potential traffic hazards associated with residential driving.	6-6.5	Will develop skill in recognizing potential traffic hazards associated with residential driving.
	6-6.6	Evaluate student's ability to drive safely and properly in a residential area and instruct student in review of residential driving as needed.	6-6.6	Will develop driving behavior to minimize possible traffic conflicts.

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UNIT VII - Country and Highway Driving

CONCEPTS:

7-1 Basic Speed Rules
7-2 Intersections
7-3 Roadway Surface
7-4 Slow Moving Vehicles
7-5 Curves and Hills
7-6 Bridges and Fixed Objects
7-7 Open Road and Freeway Driving
7-8 Passing
7-9 Mountain Driving

FILMS:

Car in Motion
Defensive Driving Tactics
Defensive Driving Tactics, 2nd Ed.
Driving In the City
Driving the Expressway
Driving Highways and Freeways
Driving Like a Pro
Driving Under Special Conditions
Emergency & Emergency Driving Procedures
Emergency Driving Procedures
Freeway Driving Tactics, Making Critical Decisions
Freeway Driving Tactics, 2nd Ed.
Freeway Driving is Different
Hazardous Highways
Highway Driving
Highway Driving Tactics
In Control
Passing and Being Passed
Pro Driving Tactics
Rural Driving

PERFORMANCE OBJECTIVE:

(7-1) The students will understand the effects and the hazards of speed.
(7-2) The students will identify specific dangers of intersections.
(7-3) The students will identify the effects of varying road surfaces.
(7-4) The students will identify the dangers of a slow moving vehicle.
(7-5) The students will identify the unique skills necessary to negotiate curves and hills.
(7-6) The students will identify the hazards of fixed objects.
(7-7) The students will understand and avoid the dangers of open road driving.
(7-8) The students will perform the complex coordination and skills necessary in passing other vehicles.
(7-9) The students will be able to identify unique hazards of mountain driving.

FILMS:

Space Driving Tactics
Space Driving Tactics, 2nd Ed.
Tailgating, How Close is too Close?

VIDEOS:

Freeway Driving, Making Critical Decisions
On the Freeway (Ford #6)
Passing-Changing Lanes
Space Driving Tactics, 2nd Ed.
Waterskiing on Four Wheels
When the Pavement's Slick

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UNIT: VII Country and Highway Driving

CONCEPT: 7-1 Basic Speed Rules

PERFORMANCE OBJECTIVE: The students will understand the effects and the hazards of speed.

Instructional Programming	Instructor Performance	Student Performance
Idaho Driver's Manual - Traffic Laws Skill Guide - Country and Highway Driving Fixed Speed Limit Flexible Speed Limit (prima facie) FILMS: Rural Driving 10 min. Driving Like a Pro 34 min. Pro Driving Tactics 15 min. NEW WORDS: Prima facie Fixed	7-1.1 Instruct the students in the role speed plays in operating a motor vehicle. 7-1.2 Instruct the students as to what factors determine a safe speed to operate a motor vehicle. a. Road surface b. Visibility c. Area d. Conditions e. Law 7-1.3 Instruct the students on the effect of speed to Identify, Predict, Decide, (*), and Execute on the open road. *May be taught as IPD/CE C = confirm	7-1.1 Will determine the effects of speed on stopping distance, safety and driver control. 7-1.2 Will demonstrate a safe speed to operate a car under all conditions. 7-1.3 Students will use *IPDE in a rural situation. *May be taught as IPD/CE C = confirm

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UNIT: VII Country and Highway Driving

CONCEPT: 7-2 Intersections

PERFORMANCE OBJECTIVE: The students will identify specific dangers of intersections.

Instructional Programming	Instructor Performance	Student Performance
Skills Guide - Country and Highway Driving FILM: Rural Driving 10 min Defensive Driving Tactics 12 min. Defensive Driving Tactics 2nd Ed. 15 min.	7-2.1 Teach the necessary driving skills to handle intersections safely in a rural setting. Emphasis on the following concepts: a. Speed b. Right-of-way (1) pedestrians (2) animals (open range) (3) emergency vehicles c. Road Surface d. Visibility e. IPDE (may be taught as IPD/CE	7-2.1 Will perform the IPDE process in identifying the procedures for driving through intersections in the rural setting safely.

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UNIT: VII Country and Highway Driving

CONCEPT: 7-3 Roadway Surface

PERFORMANCE OBJECTIVE: The students will identify the effects of varying road surfaces.

Instructional Programming	Instructor Performance	Student Performance
FILMS: Hazardous Highways 15 min. Highway Driving 17 min Highway Driving Tactics 17 min	7-3.1 Instruct students as to the effects of road surfaces on vehicle performance.	7-3.1 Will perform the necessary skills to drive safely on different road surfaces.
VIDEOS: Waterskiing on Four Wheels (Ford) 14 min. When the Pavement's Slick 11 min.	7-3.2 Describe the effects of the following surfaces: a. Ruts b. Asphalt - Concrete c. Gravel d. Road width e. Chuck holes/Pot holes f. Other	7-3.2 Will identify different road surfaces and explain their effect on the vehicle.
NEW WORDS: Traction Crowned Hydroplane		

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UNIT: VII Country and Highway Driving

CONCEPT: 7-4 Slow Moving Vehicles

PERFORMANCE OBJECTIVE: The students will identify the dangers of a slow moving vehicle.

Instructional Programming	Instructor Performance	Student Performance
Idaho Driver's Manual - Traffic Laws Slow Moving Vehicles Skills Guide - Country and Highway Driving Sources - AAA FILMS: Space Driving Tactics 14 min Space Driving Tactics 2nd Ed. 14 min. VIDEOS: Space Driving Tactics 2nd Edition 14 min.	7-4.1 Explain the laws concerning slow moving vehicles. 7-4.2 The instructor will provide the answers to the following questions: a. What is a slow moving vehicle? b. What is required to bring a slow moving vehicle on the road? c. What precautions should be taken when approaching a slow moving vehicle?	7-4.1 Will identify the slow moving vehicle and perform the necessary skills to adjust to the driving situation. 7-4.2 Will know the legal requirement of taking a slow moving vehicle on the open road.

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UNIT: VII Country and Highway Driving

CONCEPT: 7-5 Curves and Hills

PERFORMANCE OBJECTIVE: The students will identify the unique skills necessary to negotiate curves and hills.

Instructional Programming	Instructor Performance	Student Performance
Skills Guide - Country and Highway Driving Idaho Driver's Manual - Traffic Laws Textbook chapter dealing with "Laws of Nature" FILMS: Car In Motion 10 min. In Control 15 min. Tailgating, How Close is too Close? 15 min. NEW WORDS: Brake Fade Banked Curves Blind Curves Open Curves Hill Crest	7-5.1 Instruct students in proper procedure of driving on hills and around curves. 7-5.2 Emphasize the effect of the following on hills and curves a. Speed b. Passing c. Car Positioning d. Hazards e. Visibility f. Open Range	7-5.1 Will perform the skills necessary in driving on curves and hills. 7-5.2 Will understand the procedures and individual dangers of curves and hills.

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UNIT: VII Country and Highway Driving

CONCEPT: 7-6 Bridges and Fixed Objects

PERFORMANCE OBJECTIVE: The students will identify the hazards of fixed objects.

Instructional Programming	Instructor Performance	Student Performance
Skills Guide - Country and Highway Driving Invite a Guest Speaker FILMS: Emergency 15 min. Emergency Driving Procedures 15 min. The Final Factor 14 min. NEW WORDS: Overpass Underpass Median Viaduct	7-6.1 Discuss the dangers of bridges and fixed objects. 7-6.2 Inform the students in methods of determining hazards of bridges and fixed objects and methods of determining an escape route.	7-6.1 Will list hazards related to bridges and fixed objects. 7-6.2 Will perform skills necessary in driving a car involving fixed objects and bridges.

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UNIT: VII Country and Highway Driving

CONCEPT: 7-7 Open Road and Freeway Driving

PERFORMANCE OBJECTIVE: The students will understand and avoid the dangers of open road driving.

Instructional Programming	Instructor Performance	Student Performance
Idaho Driver's Manual - Freeway Driving Skills Guide - Country, Driving and Expressway Driving FILMS: Driving Highways and Freeways 10 min. Freeway Driving is Different 15 min. Freeway Driving, Making Critical Decisions 14 min Highway Driving 17 min. VIDEOS: Freeway Driving, Making Critical Decisions 14 min. On The Freeway (Ford) 12 min NEW WORDS: Expressways Connector Loops Cloverleaf Toll Road	7-7.1 Teach the necessary skills to identify and evaluate skills necessary to safely drive on the open road. 7-7.2 Emphasis on the following: a. Narrow bridges b. Culverts c. Ditch banks and gullies d. Sharp curves and steep hills e. Cattle guards f. Power poles g. Livestock h. Trees and hedges i. Crops j. Weeds k. Stalled vehicles l. School buses m. Over-wide vehicles n. Motorcyclists o. Slow moving vehicles p. Other	7-7.1 Will perform the *IPDE and demonstrate the skills necessary to perform on the open road. 7-7.2 Will identify the hidden dangers often experienced while driving on the open road. * IDPE can be taught as IDP/CE C = Confirm

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UNIT: VII Country and Highway Driving

CONCEPT: 7-7 Open Road and Freeway Driving (continued)

PERFORMANCE OBJECTIVE: The students will understand and avoid the dangers of open road driving.

Instructional Programming	Instructor Performance	Student Performance
Skills Guide - Passing and Expressways Idaho Driver's Manual - Freeway Driving FILMS: Driving the Expressway 10 min. Freeway Driving is Different 15 min. Freeway Driving, Making Critical Decisions 14 min. Freeway Driving Tactics 16 min. VIDEOS: Freeway Driving Making Critical Decisions 14 min. NEW WORDS: Diamond Directional Trumpet Cloverleaf	7-7.3 Discuss advantages of Freeways a. Faster traffic b. Better road conditions c. Fewer intersections to worry about. 7-7.4 Discuss freeway engineering a. Merge and acceleration b. Deceleration lane c. Emergency lane d. Concrete roads last longer e. Interchange 1. Diamond 2. Directional 3. Trumpet 4. Cloverleaf 7-7.5 Discuss maximum and minimum speed limits.	7-7.3 Will relate an understanding of the advantages of freeway driving. 7-7.4 Will understand and demonstrate proper freeway driving. 7-7.5 Will understand minimum and maximum speeds for freeway and open road driving.

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UNIT: VII Country and Highway Driving

CONCEPT: 7-8 Passing

PERFORMANCE OBJECTIVE: The students will perform the complex coordination and skill necessary in passing other vehicles.

Instructional Programming	Instructor Performance		Student Performance	
Skills Guide - Passing and Expressways Idaho Driver's Manual - Sign, Signal & Pavement Markings	7-8.1	Instruct the students in the process and procedure necessary for passing a vehicle or object on a roadway.	7-8.1	Will perform passing skills properly and safely.
FILMS: Passing and Being Passed 10 min. VIDEO: On The Freeway (Ford) 12 min. Passing-Changing Lanes 18 min.	7-8.2	Discuss the importance of: a. Visibility b. Timing c. Procedure d. Safety e. Single-lane roadway f. Multi-lane roadways g. Note that on-coming vehicle should appear to be standing still.	7-8.2	Will understand the interrelationships of vision, skill, and technique in passing another vehicle. Student should be able to demonstrate these techniques.
NEW WORDS: Freeze Evasive acceleration Last clear chance Standing still	7-8.3	More space is necessary to pass if vehicle is overloaded.	7-8.3	Will develop exercise necessary for passing another vehicle.
	7-8.4	Teach basic rules of the road.	7-8.4	Will have students review the basic rules of the road.

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UNIT: VII Country and Highway Driving

CONCEPT: 7-9 Mountain Driving

PERFORMANCE OBJECTIVE: The students will be able to identify unique hazards of mountain driving.

Instructional Programming	Instructor Performance	Student Performance
Idaho Driver's Manual - Adjusting to Driving Conditions FILMS: Driving Under Special Conditions 25 min	7-9.1 Teach the skills and hazards of mountain driving. a. Narrow roads b. Poor visibility c. Passing d. Laws (1) coasting (2) yield to uphill traffic e. Animals f. Surface g. Other	7-9.1 Will identify the hazards of mountain driving and know the procedures necessary to cope with various situations.

UNIT VIII - Environmental Factors

CONCEPTS:

8-1 Driving in Snow and Mud
8-2 Driving on Ice
8-3 Tire Hydroplaning
8-4 Gravel
8-5 Adverse Conditions such as Sleet, Fog, etc.
8-6 Limited Visibility during Rain, Snow, Fog, Sleet, Hail, Sun, and Dust
8-7 Night Driving
8-8 Special Equipment for Special Conditions
8-9 Driving in Wind

FILMS:

Bad Weather Driving
Car in Motion
Driving at Night
Driving Under Special Conditions
Emergency Driving Procedures
Emergency Driving Tactics
Handling the Unexpected
In Control
Night Driving Tactics
To Drive At Night
Water Skiing on Four Wheels
What About Winter Driving
Winter Driving Tactics, 2nd Ed.

VIDEOS:

Emergency Driving Tactics
Make Winter Driving Safer
Night Driving
To Drive At Night
Water Skiing on Four Wheels
When the Pavement's Slick (Ford #5)

PERFORMANCE OBJECTIVE:

(8-1) The students will demonstrate driving procedures under adverse conditions.
(8-2) The students will apply special driving procedures for driving on ice.
(8-3) The students will recognize the dangers of tire hydroplaning as it affects driver's performance.
(8-4) The students will recognize the special problems related to driving on gravel.
(8-5) The students will learn to drive in such adverse conditions such as sleet, fog, etc.
(8-6) The students will understand the effects of special weather factors and their influence on the driver.
(8-7) The students will assimilate and learn about the special problems related to night driving.
(8-8) The students will demonstrate functional use of automobile equipment for the special conditions encountered in driving.
(8-9) The students will comprehend what occurs when driving in the wind.

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UNIT: VIII Environmental Factors

CONCEPT: 8-1 Driving in Snow and Mud

PERFORMANCE OBJECTIVE: The students will demonstrate proper driving procedures under adverse conditions.

Instructional Programming	Instructor Performance	Student Performance
Idaho Driver's Manual -Studded snow tires - Students will view a visual demonstration of winter driving. Guest Speaker: Tire Specialist - Explain Tread Design. FILMS: Winter Driving Tactics, 2nd Ed. 14 min. What About Winter Driving 14 min. VIDEOS: Make Winter Driving Safer 13 min. Four Wheel Drive NEW WORDS: Traction Friction Adhesion	8-1.1 Discuss the importance of traction. 8-1.2 Discuss getting the car in motion, how to "rock" the car if stuck, how to chain-up. 8-1.3 Discuss the proper procedure to use in steering during a skid. 8-1.4 Explain the advantage of traction devices/disadvantages a. Front wheel drive b. Rear wheel c. 4-wheel drive d. Types of tires (1) balloon (2) narrow (3) radials (4) retreads (5) studs (dates of use) e. Chaining-up	8-1.1 Will identify safe tires, and know the relationship between tire tread and traction. 8-1.2 Will know the proper procedure to use when stuck and how to use chains in an effort to avoid getting stuck. 8-1.3 Will understand the concept of steering into a skid. 8-1.4 Will understand the difference between the types of traction.

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UNIT: VIII Environmental Factors

CONCEPT: 8-2 Driving on Ice

PERFORMANCE OBJECTIVE: The students will apply special driving procedure for driving on ice.

Instructional Programming	Instructor Performance		Student Performance	
FILMS: Winter Driving Tactics, 2nd Ed. 14 min.	8-2.1	Discuss the danger of black ice and ice curves.	8-2.1	Will be able to identify potentially dangerous ice conditions.
	8-2.2	Discuss the advantages of special tires with winter tread and studded tires.	8-2.2	Will know the different traction qualities of various tires, studded tires, chains.
	8-2.3	Discuss the overt danger of icy spots on "clear" roads.	8-2.3	Will be aware of the danger of icy spots on "clear" roads.
	8-2.4	Discuss the effects of timing and icy conditions.	8-2.4	Will understand the timing of icy conditions during winter months. a. Temperature b. Time of day c. Type of day
NEW WORDS: Black Ice				

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UNIT: VIII Environmental Factors

CONCEPTS: 8-3 Tire Hydroplaning

PERFORMANCE OBJECTIVE: The students will recognize the dangers of tire hydroplaning as it affects the driver's performance.

Instructional Programming	Instructor Performance	Student Performance
FILMS: Water Skiing on Four Wheels 13 min. VIDEOS: Water Skiing on Four Wheels 13 min	8-3.1 Discuss: a. The effect of water on the road and how the water affects the maneuverability of the vehicle. b. The square inches of tire in contact with the road.	8-3.1 Will understand the effect of rain or water on the road and other driving surfaces.
	8-3.2 Stress the danger of a light rain or the first few moments of a rain on the road surface.	8-3.2 Will identify danger signals as they occur in our environment due to the effect of water.
	8-3.3 Discuss the places to expect water on the road such as: a. Gutters b. Crowned road edges c. Potholes d. Drains e. Underpasses/Overpasses f. Bottom of hill g. Irrigation water h. Others	8-3.3 Will identify or explain where one might find more water on the road.

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CONCEPT: 8-4 Gravel

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PERFORMANCE OBJECTIVE: The students will recognize the special problems related to driving on gravel.

Instructional Programming	Instructor Performance	Student Performance
	8-4.1 Discuss the dangers of flying rocks, dust, and the buildup of gravel between the normal driving lanes.	8-4.1 Will understand the danger of loose gravel.
NEW WORDS: Washboard		

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UNIT: VIII Environmental Factors

CONCEPT: 8-5 Adverse conditions such as sleet, fog, etc.

PERFORMANCE OBJECTIVE: The students will learn to drive in such adverse conditions as sleet, fog, etc.

Instructional Programming	Instructor Performance	Student Performance
FILMS: Driving Under Special Conditions The Ford Series	8-5.1. Discuss the concept of driving slower during inclement weather. 8-5.2 Discuss the significance of defensive driving during bad weather. a. How bad weather effects car: (1) Wipers may not clear rain or snow (2) Snow buildup on wipers (3) Fog - poor vision - following taillights (4) Wind b. Be prepared for others not seeing you.	8-5.1 Will know the effect of bad weather on car performance and knows the importance of slowing one's speed to enable safer operation of the car. 8-5.2 Will explain or demonstrate the defensive driving procedures as related to adverse driving conditions.

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CONCEPT: 8-6 Limited visibility during rain, snow, hail, sun and dust.

PERFORMANCE OBJECTIVE: The students will understand the effects of special weather factors and their influence on the driver.

Instructional Programming	Instructor Performance	Student Performance
FILMS: Bad Weather 10 min. Ford Series	8-6.1 Discuss the impact of limited visibility on the driver. a. Note the importance of clean windows and headlights. b. Call attention to special conditions which require cleaning of windows, headlights, and taillights.	8-6.1 Will demonstrate an understanding of the effect limited visibility has on his or her driving ability.

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CONCEPT: 8-7 Night Driving

PERFORMANCE OBJECTIVE: The students will assimilate and learn about the special problems related to night driving.

Instructional Programming	Instructor Performance		Student Performance	
FILMS: To Drive At Night 13 min Driving At Night 10 min. Night Driving Tactics 17 min VIDEOS: To Drive At Night 13 min. Night Driving 15 min. DEMONSTRATION: Night blindness in class-- Close & cover eyes, turn lights out 1 min. Flash lights on, count how long it takes for eyes to readjust.	8-7.1	Discuss the need for reduced speed at night as a result of poor light, distance and visibility. Objects hard to see, bikes and pedestrians, shorter distance to react to.	8-7.1	Will understand the effects and dangers associated with driving at night.
	8-7.2	Define night blindness.	8-7.2	Will define night blindness.
	8-7.3	Discuss the physical characteristics of the eye as affected by light. a. Dilate - dark b. Constrict - bright	8-7.3	Will know the physiological effects of the eye as it reacts to light and dark.
	8-7.4	Discuss and explain special techniques used during night driving. Look to the right edge of the road.	8-7.4	Will demonstrate competency in night driving skills.
	8-7.5	Discuss the effects of night driving on depth perception.	8-7.5	When called upon, will explain the effects of night driving on depth perception.
NEW WORDS: Night blindness				

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UNIT: VIII Environmental Factors

CONCEPT: 8-8 Special equipment for special conditions

PERFORMANCE OBJECTIVE: The students will demonstrate functional use of automobile equipment for the special conditions encountered in driving.

Instructional Programming		Instructor Performance		Student Performance	
Idaho Driver's Manual - Adjusting to Driving Conditions/If you get stranded in winter. Speaker: Tire Specialist Service Manager Handout: Emergency equipment for car (see appendix) FILMS: Emergency Driving Procedures 15 min. Emergency Driving Tactics 2nd Ed. 18 min. Handling the Unexpected 15 min VIDEOS: Emergency Driving Tactics 15 min.	8-8.1	Discuss different types of tires and tire treads and also explain the function of window wipers and defrosters.	8-8-1	Will understand the effect of tire style, tread, use and function of window wiper, and defrosters.
	8-8.2	Provide student with a list of equipment to be kept in the car in case of special emergencies.	8-8.2	Will identify emergency equipment to keep in a car in case of an emergency and explain the use of said equipment.
	8-8.3	Discuss various emergencies that develop during driving. a. Flat tire b. Engine overheated c. Mechanical breakdown d. Accident e. Out of gas & others	8-8.3	Will know what to do in case of special vehicle emergencies.

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UNIT: VIII Environmental Factors

CONCEPT: 8-9 Driving in Wind

PERFORMANCE OBJECTIVE: The students will comprehend what occurs when driving in the wind.

Instructional Programming	Instructor Performance	Student Performance
	8-9.1 Explain the effects of wind on: a. Sway/mileage b. Compact cars/lift-toss about	8-9.1 Will understand the effects wind has on vehicles.
	8-9.2 Define center of gravity.	8-9.2 Will understand how center of gravity effects the stability of vehicle.
	8-9.3 Provide information on special geographical areas where wind can be hazardous.	8-9.3 Will identify danger signals and geographical areas where wind will affect the operation of the vehicle, and relate the height of an object to its susceptibility to pressure from wind.
	8-9.4 Discuss the dangers of high winds. a. Falling trees, branches, power poles b. Trash/trash cans in road c. Weeds d. Poor visibility e. Flying debris f. Dust Storms	8-9.4 Will list some of dangers associated with high winds as related to driving.

UNIT IX - Factors Influencing Operator's Performance

CONCEPTS:

9-1 Physical Fitness
9-2 Visual Defects
9-3 Fatigue
9-4 Illness
9-5 Alcohol
9-6 Drugs
9-7 Emotional Factors
9-8 Risk Acceptance

FILMS:

Alcohol and Red Flares
Alcohol Our No. 1 Drug
Critical Driving Patterns
David Hall Story
Drink Drive and Rationalize
Drinking Driver
Driving and Drugs
Driving Like a Pro
Drugs, Drinking and Driving
DUII, The Price is Too High
I'll be Seeing You
Marijuana Driving and You
No Thanks I'm Driving
None for the Road
Party's Over, The
Pro Driving Tactics
Smith System-Driver Improvement (1987 Ed.)
Snort History, A
Under the Influence
Unteachables
Wild at the Wheel

PERFORMANCE OBJECTIVE:

(9-1) The students will comprehend the necessity of being physically and mentally able to meet the complex demands of driving.
(9-2) The students will show acceptance of the importance of vision as it is related to the driving task.
(9-3) The students will identify the effects of fatigue on driver performance.
(9-4) The students will learn how illness will lower performance of a driver.
(9-5) The students will realize the tremendous risks involved legally as well as physically, when involved in drinking and driving.
(9-6) The students will develop the ability to classify various types of drugs, state the effect they have on the body, and explain the dangers of driving while under their influence.
(9-7) The students will understand how basic emotional states affect driving and how to overcome the adverse states of emotion.
(9-8) The students will develop an awareness of the risks involved in driving.

VIDEOS:

Day I Died, The
Drink, Drive and Rationalize
Drugs, Drinking and Driving
Drunk and Deadly
DUII, The Price is Too High
Just Another Friday Night
Just Beer
Last Night of Summer
Marijuana Driving and You
Smokey Joe's Highride
Under the Influence 2 (A Decade Later)
Visual Perception Part 1 Eye Habits
Visual Perception Part 2 Identification

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UNIT: IX Factors Influencing Operator's Performance

CONCEPT: 9-1 Physical Fitness

PERFORMANCE OBJECTIVE: The students will comprehend the necessity of being physically and mentally able to meet the complex demands of driving.

Instructional Programming	Instructor Performance	Student Performance
Idaho Driver's Manual - The Driver	9-1.1 Explain and discuss the physical abilities concerning driving. a. Physical fitness b. Visual defects c. Fatigue d. Illness e. Alcohol f. Drugs	9-1.1 Will accept and identify the impact of physical and emotional conditions upon driving performance.
	9-1.2 Discuss that fitness for driving depends on a driver's awareness of normal capabilities plus a recognition of factors that temporarily reduce vision and other physical capacities. Guide the students in formulating a list of common fitness deficiencies which affect the driving task, i.e., a. Physical impairments b. Age	9-1.2 Will prepare a list of items that make up the physical fitness of a driver. Students will name several internal and external physical impairments. Will discuss driving problems related to age.

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CONCEPT: 9-2 Visual Defects

PERFORMANCE OBJECTIVE: The students will show acceptance of the importance of vision as is related to the driving task.

Instructional Programming		Instructor Performance	Student Performance	
The use of machines built for a specific measuring purpose. a. Visual acuity/distance & detail b. Peripheral (side) vision/light & movement c. Color vision d. Depth perception e. Glare recovery FILM: Smith System - Driver Improvement (copyright 1987) 14 min. VIDEOS: Visual Perception Part I Eye Habits 18 min. Part II Identification 18 min NEW WORDS: depth perception visual acuity peripheral vision distance	9-2.1	Teach the importance of the use of the eyes in driving by making the students aware of their own visual abilities.	9-2.1	The students will understand why eye examinations are necessary for: a. Visual acuity b. Peripheral vision c. Color vision d. Depth perception e. Glare recovery
	9-2.2	Use the "Smith System" principles to explain how important vision is as it pertains to driving. a. Aim high in steering b. Keep your eyes moving c. Get the big picture d. Make yourself seen e. Leave yourself an out	9-2.2	Will explain how the proper use of visual techniques are used by discussing the "Smith System."
	9-2.3	Review IPD/CE C=Confirm process	9-2.3	Explain IPD/CE C=Confirm

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CONCEPT: 9-3 Fatigue

PERFORMANCE OBJECTIVE: The students will identify the effects of fatigue on driver performance.

Instructional Performance	Instructor Performance	Student Performance
	9-3.1 Demonstrate how a fatigued driver is less alert, and is more likely to fall asleep. Guide student in selecting a definition of, causes of, effects of, and remedies for fatigue.	9-3.1 Will discuss the effects of fatigue on the body. Predict the effects that fatigue has on a driver's performance and tell ways to combat fatigue or at least minimize its effect.

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CONCEPT: 9-4 Illness

PERFORMANCE OBJECTIVE: The students will learn how illness will lower performance of a driver.

Instructional Performance	Instructor Performance	Student Performance
	9-4.1 Explain that a driver's physical illness may have a serious effect on his driving ability.	9-4.1 Will prepare a list of the illnesses that may have an adverse effect on driving performance. Will add to this list things that may be done to insure safe driving.

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UNIT: IX Factors Influencing Operator's Performance

CONCEPT: 9-5 Alcohol

PERFORMANCE OBJECTIVE: The students will realize the tremendous risks involved legally and physically when involved in drinking and driving.

Instructional Programming	Instructor Performance	Student Performance
FILMS: Alcohol, Our #1 Drug 11 min. Alcohol and Red Flares 15 min. Drink, Drive & Rationalize 30 min. Drinking Driver 28 min. DUII "The Price is Too High" VIDEOS: The Day I Died 15 min Just Beer 17 min Just Another Friday Night 23 min. NEW WORDS: Implied consent (see Idaho Driver's Manual)	9-5-1 Discuss the effects use of alcohol has on the body. 9-5.2 Explain the implied consent law, and demonstrate the effects of alcohol on driver performance. 9-5.3 Develop students' awareness of amounts of alcohol that it takes to impair driver performance. 9-5.4 Guide the students to a knowledge of what to do to overcome the effects of alcohol.	9-5.1 Will prepare a list for discussion on the effects of alcohol on the body. 9-5.2 Will demonstrate an understanding of the implied consent law. 9-5.3 Will discuss the relationship between the amount of alcohol consumed and impairment of driving performance. 9-5.4 Will explain how to reduce the possibility of driver's impairment resulting from excessive consumption of alcohol and accept how the incidence of alcohol-related highway crashes may be reduced.

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UNIT: IX Factors Influencing Operator's Performance

CONCEPT: 9-5 Alcohol (continued)

PERFORMANCE OBJECTIVE: The students will realize the tremendous risks involved legally, as well as physically, when involved in drinking and driving.

Instructional Programming		Instructor Performance		Student Performance	
National Highway Traffic Safety Administration (NHTSA) Institutional Program "You, Alcohol and Driving."	9-5.5	Discuss the legal limits of alcohol consumption in Idaho.	9-5.5	Will know the legal limits of alcohol consumption in Idaho as it relates to drinking and driving.
American Driver's Traffic Safety Education association (ADTSEA) filmstrip: The Decision is Yours."	9-5.6	Explain the different methods for determining BAC. a. breathalizer b. urinalysis c. blood test d. field sobriety test	9-5.6	Will explain the tests for DUI.
	9-5.7	Discuss penalties for DUI convictions.	9-5.7	Will list the possible penalties for DUI convictions.
Here's Looking at You Two Here's Looking at You Two Thousand (located in Health Departments in High Schools)				
NEW WORDS: BAC (Blood Alcohol Content)				

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UNIT: IX Factors Influencing Operator's Performance

CONCEPT: 9-6 Drugs

PERFORMANCE OBJECTIVE: The students will develop the ability to classify various types of drugs, state the effect they have on the body, and explain the dangers of driving while under their influence.

Instructional Programming	Instructor Performance	Student Performance
FILMS: Drugs, Drinking and You 18 min. I'll Be Seeing You 16 min Marijuana, Driving and You 13 min. VIDEOS: Drugs, Drinking & Driving (2nd Edition) 16 min. DUII, The Price is Too High 23 min. Just Another Friday Night 15 min. Marijuana Driving and You 13 min. Smokey Joe's Highride 15 min.	9-6.1 Explain how narcotics and other drugs impede the driver's judgment, vision, and alertness; and make driving extremely dangerous. 9-6.2 Guide students in formulation of a list of reasons for illegal drug use, such as inability to cope with reality, peer group pressure, etc. and how to decrease chances of becoming involved with drugs.	9-6.1 Will list the effects different drugs have on the human body. 9-6.2 Will list reasons for drug abuse and how to decrease the possibility of becoming involved with them.

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UNIT: IX Factors Influencing Operator's Performance

CONCEPT: 9-7 Emotional Factors

PERFORMANCE OBJECTIVE: The students will understand how basic emotional states affect driving and how to overcome the adverse states of emotion.

Instructional Programming	Instructor Performance		Student Performance	
FILMS: David Hall Story 25 min. Unteachables 18 min. Wild At The Wheel 10 min.	9-7.1	Aid students in formulating a list of emotions which affect the driving task. a. Fear b. Anger c. Frustration d. Impatience	9-7.1	Will develop a list of the basic emotions which play a part in driving.
	9-7.2	Guide discussions on specific emotional situations. a. Arguments with parents b. Fight with friend c. Impatience to get somewhere	9-7.2	Will discuss and relate specific situations in which they can recognize upsetting emotional conditions.
	9-7.3	Conduct discussion on how best to handle emotional problems that affect driving.	9-7.3	Will identify techniques to control emotions affecting driving skills.

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UNIT: IX Factors Influencing Operators' Performance

CONCEPT: 9-8 Risk Acceptance

PERFORMANCE OBJECTIVE: The students will develop an awareness of the risks involved in driving.

Instructional Programming	Instructor Performance	Student Performance
FILMS: Critical Driving Patterns 10 min. Driving Like a Pro 18 min. Pro Driving Tactics 15 min.	9-8.1 Pose the question: "How much of a risk are you willing to take in driving?"	9-8.1 Will identify the different types of risks in driving.
	9-8.2 Lead the students through a discussion of the concept of risks and risk taking. a. Define risk b. Identify risks c. Analyze reasons for risks d. Formulate solutions to other drivers taking risks. e. Risks related to age groups.	9-8.2 Will describe action necessary to eliminate each of the risks identified.
	9-8.3 Guide the students in identifying problems which other drivers can cause.	9-8.3 Students will, in discussion, identify risks caused by other drivers.
	9-8.4 Assist the students in identifying problems which other drivers can cause and in analyzing why other drivers take risks.	9-8.4 Students will identify why others take risks.
	9-8.5 Assist students in formulating solutions to the risks other drivers present.	9-8.5 Will be able to formulate the types of action necessary to eliminate each risk that has been identified.

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UNIT X - Owner Responsibility

Concepts:

10-1 Selection and Buying of a Car
10-2 Insuring a Car
10-3 Financing the Automobile
10-4 Maintenance and Service
10-5 Plan for Safe Travel
10-6 Breakdowns

FILMS:

A Run For Your Money
Emergency
Emergency Driving Tactics

VIDEOS:

Automotive First Aid and Safety
Taking Care of It (Ford)

PERFORMANCE OBJECTIVE:

(10-1) The students will develop knowledge of and skills to purchase a good used vehicle.

(10-2) The students will understand the various auto insurance coverage and the factors involved in insurance rates that can help the car owner determine how best to obtain proper protection through insurance.

(10-3) The students will be able to understand and find the most economical financing available to them.

(10-4) The students will comprehend the importance of maintenance and the economical aspect of it.

(10-5) The students will know how to plan a trip for safe travel.

(10-6) The students will realize the most important defense against driving emergencies is careful attention to preventive maintenance.

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CONCEPT: 10-1 Selection and Buying of a Car

PERFORMANCE OBJECTIVE: The students will develop knowledge of and skills to purchase a good used vehicle.

Instructional Programming	Instructor Performance		Student Performance	
GUEST SPEAKER: Car Dealer Auto Mechanic	10-1.1	Discuss high expense of owning a car and whether it can be justified. Discuss depreciation of the car and the real cost of operation.	10-1.1	Will understand the cost involved in owning a vehicle.
	10-1.2	Will show students how to use the Blue Book, check list of items to "look-out" for, types of cars to avoid difference between economical and luxury cars, driving test for used cars, and the items for a mechanic to check.	10-1.2	Will identify and distinguish between a poor buy and a good one, use the Blue Book, run used car through driving and mechanical tests. Check for signs of accident, broken glass, poor tires, shock absorbers, jack and spare tire wear on inside of car, and badly worn parts.
NEW WORDS: Factory Invoice	10-1.3	Relate the effect of car ownership on scholastic standings.	10-1.3	Will understand the responsibility of owning a vehicle.

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CONCEPT: 10-2 Insuring the Car

PERFORMANCE OBJECTIVE: The students will understand the various auto insurance coverage and the factors involved in insurance rates that can help the car owner determine how best to obtain proper protection through insurance.

Instructional Programming	Instructor Performance	Student Performance
Guest speaker from a local insurance company to talk about different types of insurance and rates. (good student discount)	10-2.1 Explain the reason behind insurance rates, types of insurance, compulsory insurance, and how insurance rates are determined.	10-2.1 Will go through the procedure of purchasing insurance and distinguish between liability, collision, comprehensive and medical.
	10-2.2 Discuss the concept of "insurance poor."	10-2.2 Will understand what "insurance poor" is.
	10-2.3 Discuss the problems uninsured motorists cause.	10-2.3 Will understand the problems involved with uninsured motorists.

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CONCEPT: 10-3 Financing the Automobile

PERFORMANCE OBJECTIVE: The students will be able to understand and find the most economical financing available to them.

Instructional Programming	Instructor Performance	Student Performance
Guest speaker or panel on financing from local bank, loan company, or credit union.	10-3.1 Make the students aware of the different types of financing, total cost of financing charges, hidden charges and the Truth In Lending Law.	10-3.1 Will understand the differences between short term and long term loans, differences in interest rates and carrying charges.
	10-3.2 Explain the different types of lending institutions and the advantages and disadvantages of each.	10-3.2 Will know the difference between banks, loan companies, credit unions, mortgage companies, and the advantages and disadvantages of each.

NEW WORDS:

Interest
Down Payment
Leasing
Balloon Payment
Acceleration principle

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CONCEPT: 10-4 Maintaining and Service

PERFORMANCE OBJECTIVE: The students will comprehend the importance of maintenance and the economical aspect of it.

Instructional Programming	Instructor Performance	Student Performance
Have a local mechanic come in and talk about preventive maintenance. Use owners manual on a new car. FILMS: A Run For Your Money 14 min. VIDEOS: Taking Care of It (Ford) 11 1/2 min Automotive First Aid & Safety 15 min.	10-4.1 Explain the responsibilities of ownership. 10-4.2 Discuss the items that should be checked at each gas stop and at mileage intervals. 10-4.3 Explain how to keep up warranty check list and other items to be checked. 10-4.4 Importance of tune-ups will be explained in relation to mileage and preventative maintenance.	10-4.1 Will understand the concepts of ownership and responsibilities of ownership. 10-4.2 Will know what items have to be checked at each gas stop and why. 10-4.3 Will understand the importance maintenance has on keeping a new car warranty in effect. 10-4.4 Will know the importance of tune-ups and be familiar with items that have been checked.

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UNIT: X Owner Responsibility

CONCEPT: 10-5 Planning for Safe Travel

PERFORMANCE OBJECTIVE: The students will know how to plan a trip for safe travel.

Instructional Programming	Instructor Performance	Student Performance
	10-5.1 Explain importance of planning ahead for short trips as well as long trips.	10-5.1 Will understand the importance of planning ahead.
	10-5.2 Go over and explain each item to check on the auto before departure on long trips.	10-5.2 Will have an understanding of and knows the importance of the pre-trip checkup.
	10-5.3 Explain the importance of planning ahead. a. Route of travel & purpose b. Entrance and exits on freeways c. Stops for rest and fuel d. Plan stops for sleep ahead of time e. Cost/expenses f. Point of interest	10-5.3 Will plan a complete trip to include stops, cost, routes, etc.
NEW WORDS: MPH/Kilometers Per Hour MPH/KPH MPG/Miles Per Gallon		

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UNIT: X Owner Responsibility

CONCEPT: 10-6 Breakdowns

PERFORMANCE OBJECTIVE: The students will realize the most important defense against driving emergencies is careful attention to preventive maintenance.

Instructional Programming	Instructor Performance	Student Performance
FILMS: Emergency 15 min. Emergency Driving Tactics 18 min.	10-6.1 Point out the best way to avoid equipment failures and good maintenance habits.	10-6.1 Will have a good understanding of preventive maintenance.
	10-6.2 Review emergency procedures during blowouts, sticking accelerator, brake failure, headlight failure, and loss of engine power, etc.	10-6.2 Will become familiar with emergency procedures.
	10-6.3 Explain procedures for attracting attention and getting help when car breaks down on the highway.	10-6.3 Will demonstrate what to do if the car breaks down on the highway.

MOTORCYCLE SECTION

UNIT I - Student Orientation

OBJECTIVE: The students will be introduced to motorcycling in general and receive an explanation on the course organization.

A. Instructor Responsibilities
   1. Welcomes students to motorcycle education

B. Distribute Administrative Forms

C. Handout Student Materials

D. Discuss and explain the course objectives
   1. Answer basic questions about riding.
   2. Control of the motorcycle in basic exercises.
   3. Ride safely and skillfully in traffic situations.
   4. Know the difference between automobiles and motorcycles.
   5. Goals for motorcycle safety.

E. Give pretest to stimulate interest.

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Motorcycle Education Guide

UNIT: Student Orientation

CONCEPT: 1-1 Introduction to Motorcycle Education

PERFORMANCE OBJECTIVE: The students will be introduced to motorcycling in general and receive an explanation of the course organization.

Instructional Programming	Instructor Performance	Student Performance
Sample forms The Instructor may wish to have the students learn about the car/motorcycle relationship by observing traffic over a long period of time. A checklist of objectives could be handed out to the students. This should be reviewed at the end of the course to see how well the class has met the objectives.	1-1.1 Instructor will welcome students and introduce himself to the class. 1-1.2 Hand out administrative forms concerning motorcycle education. 1-1.3 Will hand out student materials pertaining to motorcycle education. Explain any long-range assignments concerning this introductory material. 1-1.4 Explain the course objective: a. Answer basic questions about motorcycle education that students may have. b. Explain equipment characteristics. c. Explain the preparation needed to ride a motor bike. d. Discuss the fundamental motorcycle riding skills. e. Discuss motorcycle handling and performance characteristics. f. Explain the strategies for safe riding.	1-1.1 Will know who the instructor is. 1-1.2 Will receive and understand the forms given them. 1-1.3 Will receive the materials and understand the assignments and use of the materials in the handouts. 1-1.4 Will discuss and attempt to understand the objectives of this course in motorcycle education. a. Responsible for questions. b. Knows the equipment characteristics. c. Understands the preparation needs. d. Can explain the handling. e. Knows the principles involved in motorcycle riding. f. Will explain the strategies involved in safe riding.

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Motorcycle Education Guide

UNIT: I Student Orientation

CONCEPT: 1-1 Introduction to Motorcycle Education

PERFORMANCE OBJECTIVE: The students will be introduced to motorcycling in general and receive an explanation of the course organization.

Instructional Programming	Instructor Performance	Student Performance
The instructor may give the class specific goals that each student should concentrate on during the course.	g. Discuss and explain special riding habits necessary for off road riding. h. Explain the necessity of maintaining and insuring a motorcycle. 1-1.5 Discuss the "specific goals" of this class of motorcycle education: a. To develop basic motorcycle operating competencies. b. To develop advanced motorcycle operating competencies. c. To gain practice in routine care and maintenance of motorcycles.	g. Will explain the riding habits necessary for off-road riding. h. Will explain insurance and maintenance procedures. 1-1.5 Will know "specific goals." What they are being directed toward by this course in motorcycle education.

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UNIT: I Student Orientation

CONCEPT: 1-1 Introduction to Motorcycle Education

PERFORMANCE OBJECTIVE: The students will be introduced to motorcycling in general and and receive an explanation of the course organization.

Instructional Programming	Instructor Performance	Student Performance
	d. To develop an understanding for operating a motorcycle in adverse weather conditions.	
	e. To recognize special problems created by motorcycle usage.	
	f. To understand legal responsibilities for motorcycle operation.	
	g. To understand the need for greater motorcycle safety.	
	h. To develop a responsibility concerning noise and protection of the environment.	

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UNIT: I Student Orientation

CONCEPT: 1-1 Introduction to Motorcycle Education

PERFORMANCE OBJECTIVE: The students will be introduced to motorcycling in general and and receive an explanation of the course organization.

Instructional Programming	Instructor Performance	Student Performance
A pretest should be given to the student at the beginning of the class. It may also be used as a post-test to measure the learning modification of the students.	1-1.6 Give a pretest on motorcycle education to determine needs and also to stimulate interest: a. Pretest for discussion (all answers are true). 1. The motorcycle has three braking systems. They are the front wheel, rear wheel, and engine. 2. As with a stick shift automobile, the clutch must be used before shifting the gears. 3. The clutch is operated by hand. On most cycles it is a lever found on the left side of the handlebars. 4. Most motorcycles have a foot brake pedal and a hand brake lever. The engine also acts as a brake following a downshift.	1-1.6 Will take the pretest on motorcycle education to help the instructor determine the instructional needs of the class.

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UNIT: I Student Orientation

CONCEPT: 1-1 Introduction to Motorcycle Education

PERFORMANCE OBJECTIVE: The students will be introduced to motorcycling in general and receive an explanation of the course organization.

Instructional Programming	Instructor Performance	Student Performance
	5. The safety helmet is one of the greatest protective devices in the world of traffic. It may look colorful and adventurous but it provides great protection. The head injury is the most frequent motorcycling injury. 6. The throttle is found on the right hand grip. 7. Motorcycles do not have fuel gauges. The fuel level is checked by looking into the tank. 8. A motorcycle is difficult to see. In car/cycle accidents the car driver nearly always mentions he did not see the cycle. One of the most important safety actions a cyclist can take is to make himself more visible. 9. Cycles are rated by the piston size of the engine. This is measured in cubic centimeters. A 125cc is smaller than a 450cc. A cycle with a piston displacement of 125cc is considered a lightweight machine.	

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UNIT: I Student Orientation

CONCEPT: 1-1 Introduction to Motorcycle Education

PERFORMANCE OBJECTIVE: The students will be introduced to motorcycling in general and receive an explanation of the course organization.

Instructional Programming	Instructor Performance	Student Performance
	10. The front wheel brake is the more powerful brake. 11. Brakes should never be used in a turn. They should be applied to help you slow down before entering a turn. 12. Most beginning riders have the tendency to look down. This is a bad habit. Riders should learn to keep their heads up and look ahead. This is one of the first requirements for safe riding. 13. It is considered unsafe to apply the front wheel brake alone or before starting to brake the rear wheel. 14. Two wheels provide less traction than four. The point is a cyclist should never forget that the cycle is a two-wheeled machine and it has different control problems than a four-wheeler. In addition, the cyclist is concerned with balance. A wet surface multiplies the problems and hazards of motorcycling.	

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UNIT: I Student Orientation

CONCEPT: 1-1 Introduction to Motorcycle Education

PERFORMANCE OBJECTIVE: The students will be introduced to motorcycling in general and receive an explanation of the course organization.

Instructional Programming	Instructor Performance	Student Performance
	15. Most motorcycle accidents occur at intersections (a good place to recite accident data). 16. A beginning rider should avoid carrying passengers until they are experienced. The passenger adds to the difficulty of controlling and balancing the two-wheeled machine. 17. One of the most unsafe acts in riding a motorcycle is "riding on the stripes" or straddling a lane line between lanes of traffic. It is not only dangerous, but it is illegal. One of the great disadvantages of a motorcycle is its size. It's hard to see. Car drivers and pedestrians don't "expect" or anticipate seeing cycles. Riding between lanes only increases this difficulty.	

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UNIT: I Student Orientation

CONCEPT: 1-1 Introduction to Motorcycle Education

PERFORMANCE OBJECTIVE: The students will be introduced to motorcycling in general and receive an explanation of the course organization.

Instructional Programming	Instructor Performance	Student Performance
	18. Before entering a curve the motorcycle should be downshifted. The engine acts as a brake. This provides greater control and stability. This action should always occur before entering a sharp turn.	
	19. It is tough to do but the rider should keep his/her knees hugging the gas tank. This helps the riding posture, enables the rider to negotiate turns safely, and increases balance.	
	20. The rule of thumb is to go around an obstacle if possible. Going over an obstacle requires extra skill and increases the chances of a spill.	

UNIT II - Knowing the Motorcycle

OBJECTIVE: The students will perform a general motorcycle safety inspection and develop a routine for quickly checking the machine before each ride.

A. Identify, locate and operate the controls.

B. Describe the functions of the major controls and devices.

C. Review what happens when you activate the various controls.

D. Review the location and function of the other important parts.

E. Review the elements of the pre-ride inspection.

F. Describe the concerns if making on-the-road checks while riding.

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UNIT: II Knowing the Motorcycle

CONCEPT: 2-1 Location of Control Devices

PERFORMANCE OBJECTIVE: The students will locate, operate and know the controls and devices.

Instructional Programming	Instructor Performance	Student Performance
Pictures of motorcycle parts can be handed out for the students to identify. (see appendix)	2-1.1 Review location of the controls and devices found on a typical motorcycle. a. Controls found on handlebar: 1. clutch lever 2. front brake lever 3. throttle 4. horn button 5. light dimmer switch 6. turn signal 7. electric starter button 8. steering damper 9. rearview mirrors b. Foot operated controls: 1. rear brake 2. kick starter 3. shift lever c. Other controls an operator should be familiar with: 1. choke 2. fuelcock 3. speedometer 4. high beam indicator 5. yellow turn signal	2-1.1 Locate the controls and devices found on a typical motorcycle.

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UNIT: II Knowing the Motorcycle

CONCEPT: 2-1 Location of Control Devices

PERFORMANCE OBJECTIVE: The students will locate, operate, and know the controls and devices.

Instructional Programming	Instructor Performance	Student Performance
	6. green neutral gear light 7. red alternator light 8. adjustable passenger foot pegs 9. dipstick 10. fuel tank	

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UNIT: II Knowing the Motorcycle

CONCEPT: 2-2 Function of Controls

PERFORMANCE OBJECTIVE: The students will operate and understand the function of the controls.

Instructional Programming	Instructor Performance	Student Performance
A motorcycle may be brought into the classroom so the instructor may show everyone the major parts and their functions at one time.	2-2.1 Describe the functions of the major controls and devices of a typical motorcycle. 2-2.2 Review what happens when various controls are activated. 2-2.3 Review the location and functions of other important parts.	2-2.1 Will know the functions of the major controls and devices of a typical motorcycle. 2-2.2 Will understand the actions of a motorcycle when the various controls are activated. 2-2.3 Will review the location and functions of other important parts.

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UNIT: II Knowing the Motorcycle

CONCEPT: 2-3 Pre-ride Inspection

PERFORMANCE OBJECTIVE: The students will be able to perform a pre-ride inspection.

Instructional Programming	Instructor Performance	Student Performance
A list of things that make up the pre-ride and on-the-road inspection should be given to the class.	2-3.1 Review the elements of the pre-ride inspection and describe the features of a general motorcycle safety inspection. a. Power chain b. Tires c. Cables d. Lights and horn e. Fuel f. Oil g. Kickstand 2-3.2 Describe the main concerns of making on-the-road checks while riding. a. Are the brakes working properly? b. Does the handlebar turn smoothly and without too much play in the steering system? c. Is the throttle operating smoothly and without sticking? d. Is the clutch working smoothly?	2-3.1 Perform the elements of the pre-ride inspection and the features of a general motorcycle safety inspection.

UNIT III- Preparing To Ride

OBJECTIVE: The students will execute the pre-starting, mounting the motorcycle, starting the engine, shutting off the engine, dismounting and parking the motorcycle.

A. Using protective gear properly.

B. Pre-start procedures.

C. Getting on and off the motorcycle.

D. Shutting off the engine.

E. Dismounting.

F. Parking the Motorcycle.

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UNIT: III Preparing to Ride

CONCEPT: 3-1 The student will become familiar with pre-riding techniques.

PERFORMANCE OBJECTIVE: The students will demonstrate the proper wearing of protective equipment.

Instructional Programming	Instructor Performance	Student Performance
Idaho Code may be used to show the legal aspects of the use of protective equipment. Protective equipment may be brought into the classroom to show its importance.	3-1.1 Review state regulations regarding required protective equipment for motorcyclists. 3-1.2 Describe the safety features and benefits of wearing the appropriate personal protective equipment. Also, he will emphasize the need for wearing approved equipment. a. Safety helmet b. Eye protection c. Jackets and pants d. Gloves e. Boots f. High visibility protective clothing	3-1.1 Will explain the state regulations regarding required protective equipment for safe driving. 3-1.2 Will explain the safety features and the benefits of wearing protective equipment. The student will also understand the need for using approved equipment by comparing approved with unapproved equipment.

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UNIT: III Preparing to Ride

CONCEPT: 3-2 Pre-start procedures

PERFORMANCE OBJECTIVE: The students will execute the pre-start routine and proper techniques for mounting the motorcycle.

Instructional Programming	Instructor Performance	Student Performance
A check list with the pre-start routine should be given to the students so they can review it outside of class.	3-2.1 Review the procedures of the motorcycle pre-start routine with the students. a. Check for obvious defects b. Tires c. Chain d. Fuel supply e. Oil supply f. Check for oil leaks on the ground g. Turn the ignition switch on h. Check fuel supply valve	3-2.1 Will practice the pre-start routine.
	3-2.2 Explain the procedure for mounting the motorcycle. a. Explain the procedure for mounting the motorcycle. b. Unlock steering or anti-theft lock. c. Turn on the fuel supply valve. d. Check all lights e. Stand on left side of cycle and hold both handle grips. f. Lean the cycle toward you at a slight angle. g. Mount the motorcycle.	3-2.2 Will demonstrate the procedure for mounting the motorcycle.

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UNIT: III Preparing to Ride

CONCEPT: 3-2 Pre-start procedures

PERFORMANCE OBJECTIVE: The students will execute the pre-start routine and proper techniques for mounting the motorcycle.

Instructional Programming	Instructor Performance	Student Performance
	h. Adjust mirrors. i. Balance yourself with one foot on ground. j. Move cycle forward and backward while both feet are still on the ground.	

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UNIT: III Preparing to Ride

CONCEPT: 3-3 Starting and stopping the engine, fuel shut-off and parking.

PERFORMANCE OBJECTIVE: The students will learn how to start and stop the engine, shut the fuel off and park the motorcycle.

Instructional Programming	Instructor Performance	Student Performance
A starting procedure with a checklist should be given to the students. Instructor should demonstrate starting procedure to the students. A motorcycle should be used so students can relate it to their check list.	3-3.1 Review the procedure for starting the engine. a. Check gear change lever to make sure it is in neutral. b. Open the fuel valve. c. Turn the ignition switch on. d. If the engine is cold, close the choke. e. Grip the throttle with hand in the "knuckles-up" position. f. Straddle the machine. Lean the cycle away from the side on which the kick starter is found. g. Place foot on the kick starter with the lever pedal slightly behind the arch of the foot.	3-3.1 Will assume the correct procedure for starting the engine.

Instructional Programming	Instructor Performance	Student Performance
	h. Press down quickly on the starter lever until it stops moving. i. Let the lever return to its original position before repeating. j. Kick down sharply toward the ground. k. When the engine starts, close the throttle. l. Allow the engine to warm up and open the choke.	
	3-3.2 Demonstrate the proper way of shutting down the engine of a motorcycle. Whenever leaving the motorcycle, park in a safe, legal place, and secure it. To do it properly: a. Turn off the ignition and remove key. b. Shut off the fuel cock. c. Dismount. d. Put down the centerstand. If kickstand is used, kick the stand down before dismounting. e. Lock the front wheel.	3-3.2 Will demonstrate the proper procedures for shutting off the engine of a motorcycle and securing it.

UNIT IV - Motorcycle Handling and Performance Characteristics

OBJECTIVE: A. The students will be able to identify the demands of handling a motorcycle based upon its roadway performance characteristics.

1. Traction
2. Acceleration
3. Straight ahead
4. Cornering
5. Deceleration and braking
6. Skidding
7. Loading and load distribution
8. Headlight range and illumination

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UNIT: IV Motorcycle Handling and Performance Characteristics

CONCEPT: 4-1 Motorcycle riding techniques

PERFORMANCE OBJECTIVE: The student will be able to identify the demands of handling a motorcycle based upon its roadway performance characteristics.

Instructional Programming	Instructor Performance	Student Performance
Various types of tires may be brought into class.	4-1.1 Discuss the role of traction in cycle movement and control. a. Types of tires and proper inflation. 1. Road tires 2. Universal tires 3. Knobby tires 4. Proper tire inflation b. Roadway conditions and debris	4-1.1 Will understand the role of traction in cycle movement and control.
	4-1.2 Discuss the effects of acceleration on handling of characteristics: a. Shift of weight b. Effect on curves c. Relationship of horsepower and rider's weight d. Effect on center of gravity e. Effect of noise	4-1.2 Will understand and be able to discuss the effects of acceleration on handling characteristics: a. Shift of weight; shift of weight to rear, front wheel may rise off roadway. b. Effect on curves; accelerating in a curve demands more lean to maintain the same travel path.

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UNIT: IV Motorcycle Handling and Performance Characteristics

CONCEPT: Motorcycle riding techniques

PERFORMANCE OBJECTIVE: The students will be able to identify demands of handling a motorcycle based upon its roadway performance characteristics.

Instructional Programming	Instructor Performance	Student Performance
		c. Relationship of horsepower and rider's weight. 1. Bike size and rider's weight significantly affect acceleration capability. d. Effect on center of gravity. 1. Cornering requires cycle lean, which depends on the speed of the bike. e. Effect of noise. 1. Fast acceleration increases noise output of the motorcycle.
	4-1.3 Explain the problems associated with riding straight ahead: a. Gyroscopic effect 1. Increase in speed increases the gyroscopic effect of wheels and improves stability.	4-1.3 Will relate some of the problems that are associated with riding straight ahead.

PERFORMANCE OBJECTIVE: The student will be able to identify the demands of handling a motorcycle based upon its roadway performance characteristics.

Instructional Programming	Instructor Performance	Student Performance
	b. Role of varying lane positions. 1. The speed of the motorcycle determines how much lean is required to change lanes. c. Effect of making hand signals. 1. The bike is not affected when removing the left hand to signal. d. Effect of body and cycle lean. 1. With passenger 2. Cross winds 3. wind gusts	
	4-1.4 Discuss elements important in cornering a motorcycle. a. Time and space needed. b. Procedures at low and higher speeds. c. Effect of leaning with the cycle. d. Effect of road condition and surface. e. Effect of steering damper adjustment.	4-1.4 Knows the elements in cornering a motorcycle. a. Time and space needed 1. Preparing to turn 2. Downshifting b. Low and high speed 1. Lean 2. Gears c. Leaning with bike 1. Too much lean 2. Too little lean

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UNIT: IV Motorcycle Handling and Performance Characteristics

CONCEPT: 4-1 Motorcycle riding techniques

PERFORMANCE OBJECTIVE: The student will be able to identify the demands of handling a motorcycle based upon its roadway performance characteristics.

Instructional Programming	Instructor Performance	Student Performance
		d. Road condition and surface 1. Slow speeds create no serious problem on loose soil (gravel, sand). 2. Fast speed may cause cycle to spill on loose soil (gravel, sand). e. Effect of steering damper adjustment. 1. Tight steering damper makes it difficult to turn and recover. f. Making a normal turn.

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UNIT: IV Motorcycle Handling and Performance Characteristics

CONCEPT: 4-1 Motorcycle riding techniques

PERFORMANCE OBJECTIVE: The student will be able to identify the demands of handling a motorcycle based upon its roadway performance characteristics.

Instructional Programming	Instructor Performance	Student Performance
	f. Review the procedures for a normal turn. 1. Check the view in the mirrors. 2. Signal early and intermittently between clutch usage. 3. Close the throttle. 4. Downshift to the proper gear. 5. Apply the rear brake with a pumping action to flash the stoplight, then apply the front brake. 6. Check and recheck traffic ahead and to the side. 7. Check the road surface. 8. Release brakes before rounding. 9. Pull up the outside handle-bar and press down on the other one while leaning. 10. Accelerate while moving straight ahead after leaving the turn and shift to the proper gear.	f. Make a normal turn.

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UNIT: IV Motorcycle Handling and Performance Characteristics

CONCEPT: 4-1 Motorcycle riding techniques

PERFORMANCE OBJECTIVE: The student will be able to identify the demands of handling a motorcycle based upon its roadway performance characteristics.

Instructional Programming	Instructor Performance	Student Performance
	4-1.5 Discuss the effects of deceleration and braking on cycle control. a. Effect on steering b. Effect of downshifting on braking and cycle control. c. Braking effect - front and rear brake. d. Relative braking distance when using brakes separately and together. e. Effect of passenger's weight on braking distance.	4-1.5 Will relate the effects of deceleration and braking on cycle control. a. Effect on steering 1. Steering is not adversely affected. b. Downshifting 1. Shifting to a lower gear to use engine compression to slow down. c. Braking effect 1. Use of front and rear brakes together. d. Stopping distance 1. Vary with the speed and road surface conditions. e. Passenger's weight 1. Amount of weight lengthens stopping distance.

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UNIT: IV Motorcycle Handling and Performance Characteristics

CONCEPT: 4-1 Motorcycle riding techniques

PERFORMANCE OBJECTIVE: The student will be able to identify the demands of handling a motorcycle based upon its roadway performance characteristics.

Instructional Programming	Instructor Performance	Student Performance
	f. Location of braking controls as they affect reaction distance. g. Review the steps to follow for stopping a motorcycle. 1. Check the view in mirror. 2. Signal to move toward the curb. 3. Close the throttle. 4. Apply the foot brake with a pumping action, and use the hand brake. 5. Downshift gear by gear. 6. On unstable surfaces use only the foot brake. 7. After stopping, keep foot on the brake and support the bike with the other foot.	f. Location of braking controls 1. Being prepared for braking increases reaction time and decreases distance. g. Steps to follow for stopping a motorcycle.

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UNIT: IV Motorcycle Handling and Performance Characteristics

CONCEPT: 4-1 Motorcycle riding techniques

PERFORMANCE OBJECTIVE: The student will be able to identify the demands of handling a motorcycle based upon its roadway performance characteristics.

Instructional Programming	Instructor Performance	Student Performance
	4-1.6 Discuss loss of control due to skidding. a. Front wheel braking skid b. Rear wheel braking skid c. Rear wheel acceleration skid d. Turning skids e. Hydroplaning	4-1.6 Will learn about the loss of control due to skidding. a. Front wheel braking skid. 1. difficult on dry roads b. Rear wheel braking skid. 1. caused by the use of the front brake first c. Rear wheel acceleration skid. 1. usually during turn and will cause spill d. Turning skids 1. usually on loose substance e. Hydroplaning 1. on water the front tire loses contact with pavement
	4-1.7 Describe the problems involved in loading and load distribution on a motorcycle. a. Effect on center of gravity 1. Heavier rider raises the center of gravity.	4-1.7 Will understand and be able to relate the problems involved in loading and load distribution on a motorcycle.

Instructional Programming	Instructor Performance	Student Performance
	2. Passenger and luggage raises the center of gravity. b. Effect on steering and cornering control. 1. Heavy loads make it difficult to get under way.	
	4-1.8 Discuss the use of headlights and their illumination. a. Headlights should be used so other drivers can see the motorcycle. 1. Less bright than auto headlight 2. Narrower range due to single focus area	4-1.8 Understands the use of headlights and their illumination.

UNIT V - Strategies for Safe Riding

A. The students will be able to demonstrate that they recognize the application of appropriate defensive strategies in various traffic environments.

1. Avoiding hazardous situations.
2. Making adjustment in speed, direction, and visibility.
3 *IPDE strategy as it related to motorcycle riding.
4. Typical of what you will learn:

a. Techniques to increase traffic awareness:
(1) How to make others see you.
(2) How to establish a two-second following distance.
(3) How to improve your visual scanning.

b. Searching for potential hazards and identifying special conditions:
(1) How and where to search for hazards.
(2) How and where to look for hazards at points of intersecting traffic.
(3) How and where to look for situations that encourage lane changing.

c. Predicting possible points of conflict:
(1) How to anticipate what hazards might do.
(2) How to allow other hazards to separate.

d. Deciding how to avoid conflicts:
(1) How to minimize a potential conflict.
(2) How to allow other hazards to separate.
(3) How to compromise traffic situations

e. Riding in unusual situations:
(1) How to ride on different surfaces.
(2) How to adjust for difficult riding situations.

*May be taught IPD/CE C = Confirm

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UNIT: V Defensive Strategies for Safe Riding

CONCEPT: 5-1 Avoidance of hazards

PERFORMANCE OBJECTIVE: The students will understand the options or alternatives available to a motorcycle rider.

Instructional Programming	Instructor Performance	Student Performance
	5-1.1 Discuss the options or alternatives available to cyclists in avoiding hazardous situations. a. Change of speed 1. Accelerating 2. Decelerating 3. Downshifting 4. Braking with both brakes b. Change of direction 1. Change from one lane to another. 2. Change from one part of a lane to another. 3. Turning 4. Swerving c. Becoming more visible 1. Signaling intentions 2. Using headlight, taillight, and emergency flashers. 3. Changing speeds 4. Changing direction or position	5-1.1 Will discuss the options or alternatives available to motorcyclists in avoiding hazardous situations. a. Change of speed b. Change of direction c. Becoming more visible

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UNIT: V Defensive Strategies for Safe Riding

CONCEPT: 5-1 Avoidance of hazards

PERFORMANCE OBJECTIVE: The students will understand the options or alternatives available to a motorcycle rider.

Instructional Programming	Instructor Performance	Student Performance
	5-1.2 Relate the ways in which the cyclist can make modifications in speed, direction, and visibility. a. These three strategies may be combined as needed to solve a particular problem.	5-1.2 Will know through discussion ways in which the cyclist can make modifications in speed, direction, and visibility. a. The student should remember that handling and performance capabilities of the motorcycle and rider may limit the degree to which the strategies are used.

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UNIT: V Defensive Strategies for Safe Riding

CONCEPT: 5-2 I.P.D.E.

PERFORMANCE OBJECTIVE: The students will be able to demonstrate functional use of the I.P.D.E.

Instructional Programming	Instructor Performance	Student Performance
	5-2.1 Introduce the students to I.P.D.E. strategy as it relates to motorcycle riding. a. Identify the hazards as soon as possible. b. Predict what other drivers might do. c. Decide how to avoid the hazard. d. Execute the proper maneuver in sufficient time.	5-2.1 Understand the I.P.D.E. strategy as it relates to motorcycle riding. a. Identify 1. Scan the roadway to identify the hazards as soon as possible. 2. Over the shoulder visual check of the rear. 3. Identify the important features of the road, traffic, and traffic controls. b. Predict 1. Consider the collision potential 2. Consider the closing potential c. Decide 1. Assume there is a hazard and decide what to do. 2. Assume there is more than one hazard and decide in what order to react to them.

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UNIT: V Defensive Strategies for Safe Riding

CONCEPT: 5-2 I.P.D.E.

PERFORMANCE OBJECTIVE: The students will be able to demonstrate functional use of the I.P.D.E.

Instructional Programming	Instructor Performance	Student Performance
		d. Execute 1. React in plenty of time. 2. If the situation changes, modify your reactions.

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UNIT: V Defensive Strategies for Safe Riding

CONCEPT: 5-3 Car, motorcycle, pedestrian conflict

PERFORMANCE OBJECTIVE: The students will demonstrate the ability to resolve traffic conflict in a dynamic setting.

Instructional Programming	Instructor Performance	Student Performance
	5-3.1 Discuss the typical car/cycle/pedestrian conflicts: a. The vehicle ahead b. The vehicle behind c. The vehicle rider is attempting to pass d. A vehicle attempting to pass rider e. The vehicle approaching from the side	5-3.1 Will be able to understand and explain some of the typical car/cycle/pedestrian conflicts. a. The vehicle ahead: 1. tailgating 2. stopping distance b. Vehicle behind: 1. tailgating 2. vehicle passing c. Vehicle rider is attempting to pass: 1. prepare to pass adequately 2. stay out of blind spot d. Vehicle attempting to pass rider 1. lane position for motorcycle being passed e. Vehicle approaching from side: 1. street, alleys, driveway, and parking spaces 2. assume that they do not see motorcycle

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UNIT: Defensive Strategies for Safe Riding

CONCEPT: 5-3 Car, motorcycle, pedestrian conflict

PERFORMANCE OBJECTIVE: The students will demonstrate the ability to resolve traffic conflict in a dynamic setting.

Instructional Programming	Instructor Performance	Student Performance
	f. The oncoming vehicle g. A non-motorized vehicle, animal or pedestrian	f. Oncoming vehicle 1. car passing another 2. car taking improper turn 3. inattentiveness g. Non-motorized vehicle, animal or pedestrian 1. use same strategies as with motorized traffic

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UNIT: V Defensive Strategies for Safe Riding

CONCEPT: 5-4 Techniques for minimizing hazards

PERFORMANCE OBJECTIVE: The students will understand and practice the techniques for the elimination of hazards.

Instructional Programming	Instructor Performance	Student Performance
	5-4.1 Relate the inherent roadway hazards and riding techniques designed to minimize the hazards. a. Roadway hazards 1. chuckholes 2. railroad tracks 3. loose material b. Riding techniques 1. riding in groups 2. leaving the road to avoid a crash	5-4.1 Knows the inherent roadway hazards and the riding techniques designed to minimize the hazards. a. Roadway hazards 1. go through a chuckhole straight ahead if it cannot be avoided 2. cross railroad tracks with as wide an angle as possible 3. watch for loose material so it is possible to react ahead of the situation b. Riding techniques 1. Riding in groups a. ride in a staggered fashion b. have hand signals c. predetermined stops in case the group is separated 2. To avoid a crash a. try for level ground b. pick the softest place

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UNIT: V Defensive Strategies for Safe Riding

CONCEPT: 5-4 Techniques for minimizing hazards

PERFORMANCE OBJECTIVE: The students will understand and practice the techniques for the elimination of hazards.

Instructional Programming	Instructor Performance	Student Performance
The evaluation of their "close calls" done as a class so everyone can learn from one rider's mistakes.	5-4.2 Will encourage students to evaluate their "close calls" in terms of the application of the I.P.D.E. strategy.	5-4.2 Evaluate their "close calls" in terms of a breakdown of the application of the I.P.D.E. strategy. a. Did I identify the hazard? b. Did I predict what would happen? In time? c. Did I decide on the correct strategy? In time? d. Did I execute correctly? In time? e. If I had it to do over again, what would I change and do differently?

UNIT VI - Off Road Riding

A. The students will explain and eventually demonstrate trail riding strategies.

1. Essential differences between trail and street motorcycle.

2. Vehicle and rider preparation for safe trail riding:
   a. Loose soil
   b. Small logs
   c. Steep hills
   d. Trees/obstacles
   e. Ravines/washes
   f. Drop-offs
   g. Single-track trails
   h. Two-track trails

3. Strategies and specific riding techniques for trail riding.

4. Dangers involved in over confidence and some reasons for always riding with others.

5. The ecological considerations as well as the necessity for interacting cooperatively in order to promote continued and increased access to trail riding areas.

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UNIT: VI Off-Road Riding

CONCEPT: 6-1 Trail motorcycles

PERFORMANCE OBJECTIVE: The students understand the differences between trail machines and street machines.

Instructional Programming	Instructor Performance	Student Performance
Two bikes can be used. One trail modified and the other a street bike. The two bikes can be set side by side for the students to compare.	6-1.1 Explain the essential difference between trail and street bikes. a. Characteristics of a trail bike include. 1. long travel springs 2. spark arrestor to prevent fires 3. upswept exhaust system to keep it out of deep water 4. skid plate to protect engine 5. trail bikes are geared lower in first two gears 6. trail bikes have knobby tires 7. trail bikes have higher clearance	6-1.1 Will know the essential differences between trail and street bikes.

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UNIT: VI Off-Road Riding

CONCEPT: 6-2 Preparation for Trail Riding

PERFORMANCE OBJECTIVE: The student will identify and explain trail riding preparation procedures.

Instructional Programming	Instructor Performance	Student Performance
A checklist of the special preparation necessary for trail riding should be given to the students for review.	6-2 Discuss vehicle and rider preparation for safe trail riding. a. Rider preparation: 1. boots 2. helmet 3. eye protector 4. gloves 5. jacket 6. non-flared trousers b. Vehicle preparation: 1. Has rider performed safety check of the vehicle? 2. Does it have its spark arrestor? 3. Does it have tool kit? 4. Does rider have extra gas or oil? 5. Does rider have extra brake and clutch cables and levers? 6. Does rider have the ignition key along with an extra?	6-2 Understands how to prepare the vehicle and the rider preparation for safe trail riding. a. Identify personal trail needs. b. Conduct a pre-trail safety inspection.

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UNIT: VI Off-Road Riding

CONCEPT: 6-3 Trail hazards

PERFORMANCE OBJECTIVE: The students will identify and explain the common trail hazards encountered.

Instructional Programming	Instructor Performance	Student Performance
Situations can be set up on the range to simulate some of the special hazards commonly encountered in trail riding.	6-3 Will identify and discuss some inherent hazards commonly encountered. a. loose soil b. small logs c. steep hills d. trees/obstacles e. ravines/washes f. drop-offs g. single-track trails h. two-track trails	6-3 Will know the inherent hazards commonly encountered. a. Predict trouble ahead at every turn. b. Dip and rise and rider will go slowly enough to stay out of trouble.

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UNIT: VI Off-Road Riding

CONCEPT: 6-4 Trail Riding Strategies

PERFORMANCE OBJECTIVE: The students will explain and eventually demonstrate trail riding strategies.

Instructional Programming	Instructor Performance	Student Performance
	6-4 Will explain and clarify strategies and specific riding techniques for trail riding. a. Keep feet on the footpegs. b. Quick Turns c. Severe bumps d. Steep inclines e. Steep downhill recovery f. Sand g. Mud h. Logs	6-4 Will know how to demonstrate strategies and specific riding techniques for trail riding. a. Keep feet on the footpegs 1. toes should not be pointed down because they will catch rocks, roots, etc. b. Quick turns 1. lean their weight quickly to adjust c. Severe bumps 1. bounce up and absorb shock with legs d. Steep inclines 1. shifts weight forward 2. shifts down early

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UNIT: VI Off-Road Riding

CONCEPT: 6-4 Trail Riding Strategies

PERFORMANCE OBJECTIVE: The students will explain and eventually demonstrate trail riding strategies.

Instructional Programming	Instructor Performance	Student Performance
		e. Steep downhill recovery 1. applies rear brake and leans back 2. if hill is too steep, then uses zig-zag across the hill f. Sand 1. hangs on to handlebars so they don't turn out 2. shifts weight to rear 3. go slow g. Mud 1. takes it slow and easy 2. steady throttle and steering 3. avoids braking h. Logs 1. go slow 2. may have to lift some of the weight over log

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UNIT: VI Off-Road Riding

CONCEPT: 6-5 Confidence and Riding

PERFORMANCE OBJECTIVE: The students will know their performance capabilities and use their skills wisely.

Instructional Programming	Instructor Performance	Student Performance
A wrecked bike can be brought into class to reinforce the dangers of over confidence and fast riding on a motorcycle.	6-5 Stress the dangers involved in over confidence and some reasons for always riding with someone else. a. A familiar trail that was safe yesterday may have changed today.	6-5 Understands the dangers involved in over confidence and also the reasons for always riding with someone else.

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UNIT: VI Off-Road Riding

CONCEPT: 6-6 Ecology

PERFORMANCE OBJECTIVE: The student will learn to respect the ecological balance in nature.

Instructional Programming	Instructor Performance	Student Performance
	6-6 Stress the ecological considerations as well as the necessity for interacting cooperatively in order to promote continued and increased access to trail riding areas. a. Air quality b. Water quality c. Aesthetic and scenic resources d. Natural resources	6-6 Understands and accepts the ecological considerations as well as the necessity for interacting cooperatively in order to promote continued and increased access to trail riding areas. a. Air quality 1. Keep engine properly tuned 2. A tuned engine runs 50% cleaner. b. Water quality 1. Avoid riding through any water resources including streams, ponds, and canals. 2. Avoid riding along banks of water resources. This causes erosion and pollutes water with mud and dust. 3. When camping overnight, locate campsite at least 1/8 mile from natural water areas. c. Aesthetic and scenic resources 1. Avoid riding over plants, floral communities, trees, rock formations, etc.

UNIT VII - Maintenance and Insurance

OBJECTIVE: A. The students will learn to maintain a safe motorcycle, detect mechanical trouble while riding, and select the correct motorcycle to ride.

1. Motorcycle Owner's Manual

2. Maintenance checks and inspections

   a. Daily maintenance
      (1) Brakes and cables
      (2) Lights - headlight, taillight, stoplight
      (3) Horn
      (4) Tires - tread
      (5) Clutch lever and cable
      (6) Gas valve
      (7) Throttle control
      (8) Oil level
      (9) Chain tension and lubrication

   b. Weekly maintenance and safety checks
      (1) Nuts, bolts
      (2) Battery
      (3) Control cables - frayed or worn
      (4) Tire pressure

3. Required service

4. Review the technique to detect mechanical trouble while riding

5. Selecting the proper motorcycle to ride

6. Important motorcycle insurance coverages. Types of insurance and an explanation of coverage.

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UNIT: VII Maintenance and Insurance

CONCEPT: 7-1 Students will learn how to maintain a motorcycle.

PERFORMANCE OBJECTIVE: The students will learn how to maintain a safe motorcycle, detect mechanical trouble while riding, and select the correct motorcycle to ride.

Instructional Programming	Instructor Performance	Student Performance
A motorcycle can be used to show the areas of needed maintenance.	7-1 Review the procedures and routines for maintaining a safe motorcycle. a. How to use the owner's manual b. Maintenance checks and inspections (daily and weekly) 1. Daily safety checks a. brakes and cables b. lights c. horn d. tires - tread e. clutch lever and cable f. fuelcock g. throttle control h. oil level i. chain tension and lubrication 2. Weekly maintenance and safety checks. a. nuts, bolts b. battery c. control cables d. tire pressure c. Required service	7-1.1 Will learn about the procedures and routines for maintaining a safe motorcycle. a. Be familiar with a motorcycle owner's manual.

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UNIT: VII Maintenance and Insurance

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CONCEPT: 7-1 Student will learn how to maintain a motorcycle.

PERFORMANCE OBJECTIVE: The student will learn how to maintain a safe motorcycle, detect mechanical trouble while riding, and select the correct motorcycle to ride.

Instructional Programming	Instructor Performance	Student Performance
A dealer in motorcycles can come and explain how a student should select a motorcycle.	7-1.2 Review the techniques used by experienced riders to detect mechanical trouble while riding.	7-1.2 Will know the techniques used by experienced riders to detect mechanical trouble while riding.
	7-1.3 Discuss with the students the way to select the proper motorcycle to ride.	7-1.3 Will be able to select the proper motorcycle to ride.

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UNIT: VII Maintenance and Insurance

CONCEPT: 7-2 Insurance

PERFORMANCE OBJECTIVE: The students will be able to explain the benefits of various types of insurance coverage.

Instructional Programming	Instructor Performance	Student Performance
An insurance agent may be contacted, or may come into the class to explain insurance coverage for a motorcycle.	7-2 Explain and describe the important motorcycle insurance coverage. a. Liability insurance 1. personal insurance 2. property damage b. Collision insurance c. Comprehensive insurance d. Uninsured motorist insurance e. Motorcycle passenger insurance f. Medical payment insurance g. No fault insurance	7-2 Will know the important coverage related to insuring a motorcycle. a. Liability insurance 1. personal injury - pay only for the injury rider might do to other people b. Collision insurance 1. pay for damage to rider's cycle c. Comprehensive insurance 1. covers damage to cycle caused by vandalism, fire, theft, storms, etc. d. Uninsured motorist 1. will pay for accident caused by someone else

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UNIT: VII Maintenance and Insurance

CONCEPT: 7-2 Insurance

PERFORMANCE OBJECTIVE: The students will be able to explain the benefits of various types of insurance coverages.

Instructional Programming	Instructor Performance	Student Performance
		e. Passenger insurance 1. will pay for the medical bills of a passenger f. Medical payment insurance 1. will pay for injuries to rider which are related to riding motorcycle g. No fault insurance 1. does not apply to motorcycles in most states

UNIT VIII - On-Bike Practice Exercises

OBJECTIVE: A. The students will develop and refine motorcycle skills and judgement.

1. Provide the student with experience on a motorcycle without movement.
   a. Locating and operating all controls
   b. Starting the engine
   c. Shifting through the gears first using clutch, then also using the throttle.

2. Riding a motorcycle on a range.
   a. Walking and pushing the machine. Practice left and right turns, and backing
   b. Park the cycle
   c. Starting the engine and going through the various steps.

3. Provide the students with experience in riding in traffic by setting up a procedure for several bikes to ride at once.

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UNIT: VIII On Bike Practice Exercises

CONCEPT: 8-1 Motorcycle Range Practice

PERFORMANCE OBJECTIVE: The students will develop and refine motorcycle skills and judgment.

Instructional Programming	Instructor Performance	Student Performance
A motorcycle will be set up so that the wheels will move, but the bike stays stationary. a. Put bike on centerstand. b. Put block of wood under center	8-.1 Provide the students with experience on a motorcycle without movement. a. Locate all controls. b. Operate the clutch. c. Start the engine. d. Shift through the gears and then downshift to neutral. Use the clutch and shift lever the first time. e. Repeat previous steps, using the throttle as well. f. Repeat again and use the brakes. g. Repeat again and use hand signals. h. Emergency procedure. i. Shut off engine and shift to neutral.	8-1.1 The student will gain knowledge and experience without movement of the bike. a. Locate all controls. b. Operate the clutch, handbrake, footbrake, throttle, ignition switch (leave it on). c. Start the engine: Fuel on choke, set (if necessary), neutral, throttle set, kick start. d. Shift through the gears and then downshift to neutral. Use the clutch and shift lever the first time. e. Repeat previous steps, using the throttle as well. f. Repeat again and use the brakes, rear first for brake light effect on older machines. g. Repeat again and use the hand signals. h. Emergency procedure: open both hands, grasp clutch and brake levers, squeeze. i. Shut off engine and shift to neutral.

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UNIT: VIII On-Bike Practice Exercises

CONCEPT: 8-2 Riding

PERFORMANCE OBJECTIVE: The students will develop motorcycle balancing and handling skills.

Instructional Programming	Instructor Performance	Student Performance
A predetermined range will be set up for students to ride a motorcycle through specific exercises. (See Appendix)	8-2 Provide the students with experience of riding the motorcycle on a range set up for this purpose. Students will perform the following skills: From Tomorrow's Drivers 1. Walk and push the machine, practice left and right turns, and backing. 2. Park the cycle safely. 3. Have someone push rider around the area to practice balancing and brake usage. The engine should not be running. 4. Start engine. 5. Get underway in first gear only. Stop at previously selected points in the area. 6. Repeat Step #5, using first, then second gears. Stop, shift to first gear whenever possible just before stopping. This will make getting underway much easier.	8-2 The students will gain experience of riding by practicing the specific techniques.

Instructional Programming	Instructor Performance	Student Performance
	7. Repeat Step #6, adding third gear to the sequence. If the practice area is large enough, higher gears may be used, but keep speed down. 8. Turns: Shift to second before making a turn (sometimes to first). Accelerate and shift to third after the turn. Repeat at each corner. After a few trials, add hand signals and pump the foot brake to flash the brake light. Always brake before turns. 9. Negotiate circles. Begin with a radius as large as 50 feet, reducing the area to 10 to 15 feet as skills are acquired. May use plastic bleach bottles or paper sacks with sand in them as markers if traffic cones cannot be obtained. Do not use tires or metal objects that might cause a spill when struck.	

IDAHO STATE DEPARTMENT OF EDUCATION
INTEGRATED PERFORMANCE PROGRAM FOR TRAFFIC EDUCATION

GRADE LEVEL:
APPLIED INSTRUCTION:

Motorcycle Education Guide

UNIT: VIII On-Bike Practice Exercises

CONCEPT: 8-2 Riding

PERFORMANCE OBJECTIVE: The students will develop motorcycle balancing and handling skills.

Instructional Programming	Instructor Performance	Student Performance
	10. Practice the "figure 8". This develops judgment for turns, lane changing, and the degree of the lean. 11. Practice a serpentine. Begin with evenly spaced cones for rhythmic balance. Change cone pattern to uneven spacing. 12. Practice lane changing. 13. Decrease the distance between the cones through which students are driving. This will teach students how to position machines. 14. Ride slowly on a line to develop coordination and balance. 15. Stop quickly at 10, 15, and 20 mph, using rear brake only. Applying only the rear brakes requires a longer stopping distance.	

UNIT: VIII On-Bike Practice Exercises

CONCEPT: 8-2 Riding

PERFORMANCE OBJECTIVE: The students will develop motorcycle balancing and handling skills.

Instructional Programming	Instructor Performance	Student Performance
	16. Stop quickly at 10, 15, and 20 mph using both brakes. Applying both brakes requires a shorter stopping distance. 17. Simulate crossing over bumps and railroad tracks with wood placed at various angles. 18. Practice sharp turns. Lean the machine more than the body. 19. Sprinkle gravel on the pavement for practice on bumpy surfaces. 20. Riding in pairs may be practiced. 21. Make U-turns. 22. Carry passengers.	

IDAHO STATE DEPARTMENT OF EDUCATION
INTEGRATED PERFORMANCE PROGRAM FOR TRAFFIC EDUCATION

GRADE LEVEL:
APPLIED INSTRUCTION:

Motorcycle Education Guide

UNIT: VIII On-Bike Practice Exercises

CONCEPT: 8-3 Riding in Traffic

PERFORMANCE OBJECTIVE: The student will develop handling skills in traffic.

Instructional Programming	Instructor Performance	Student Performance
Procedural rules for each student to follow should be given before the group moves out into the traffic situations.	8-3 Provide the students experience in riding in traffic by setting up a procedure for several bikes to ride at once. The following are suggestions for riding in different traffic environments. <u>From Tomorrow's Drivers</u> 1. Residential (low traffic density) a. Look ahead, not at the controls. b. Always turn on headlights. c. Communicate with others at intersections by raising and lowering the headlight beam. d. Proper position in lane. e. When turning or stopping, check mirror, give proper signals, maintain or establish a correct lane position, and use both brakes early.	8-3 The student will gain experience riding in traffic.

UNIT: VIII On-Bike Practice Exercises

CONCEPT: 8-3 Riding in Traffic

PERFORMANCE OBJECTIVE: The students will develop handling skills in traffic.

Instructional Programming	Instructor Performance	Student Performance
	f. Drive on two-way and one-way streets and practice lane changes on one-way streets. g. Stop and start on hills. h. Constantly watch the road surface, especially at intersections. i. Anticipate vehicular and pedestrian movements. 2. Rural (low to moderate traffic density). a. Begin on low density roads. b. Move with traffic. c. Avoid motorists' blind spots. d. Watch for changes in road surface materials. 3. Gravel (low traffic density). a. Slow before driving into gravel. b. Maintain a moderate speed and use the proper gear. c. Negotiate turns in the most upright position possible. May need to use first gear.	

Instructional Programming	Instructor Performance	Student Performance
	d. Cross gravel mounds at a slow speed. When they must be crossed, cross at an angle. e. Maintain a right wheel path because many gravel roads share a common left wheel path. 4. Business district (moderate to heavy traffic density). a. Use special turn lanes. b. Left turns in high density traffic should be made at traffic lights. c. Use the left third of your lane. This protects you from opened car doors and pedestrians and allows you to be seen. d. Keep a safe following distance.	

Advanced Traffic

Reviews how to ride or drive a motorcycle and builds techniques. Recommended for the more experienced riders, such as cycle clubs.

Basic Motorcycle Maneuvers

Turning, shifting and braking are demonstrated. Off-street riding exercises which prepare students for safe street riding are illustrated in this film.

Basic Street Riding

Riding in and mixing with traffic are the subjects of this film. The Identify, Predict, Decide, and Execute (**IPDE**) process of identifying potential hazards, predicting point of conflict, deciding the safest course of action and executing the action is introduced.

Increasing Riding Skills

Shows students how to react properly to obstacles in the road and difficult riding situations. Procedures for safely handling the blowout, stuck throttle, "wobble," and unexpected obstacles are discussed.

Meeting Traffic

Takes the learner into a more complicated riding environment. Strong on hazard recognition, using the Identify, Predict, Decide, and Execute method, and the "three second" rule.

Motorcycle Safety Helmet Effectiveness

Displays with dramatic impact the life-saving role that helmets play during motorcycle crashes. Also shows that helmets do not cause or contribute to accidents by impairing vision or hearing, nor do they cause or contribute to the severity of head or neck injuries.

The Residential Ride

Should be used as first film of the teaching sequence. Is a teaching film for actually learning to ride or drive the machine. Good sequence, good techniques. Repeats for emphasis.

Special Conditions

Very good for all cycle users, good teaching techniques. Teaching film for advanced riders. Has good tips for all cycle users and some value for automobile drivers.

HANDICAPPED SECTION

UNIT I - Driver Education for the Handicapped

A handicapped child is a normal child with a disability. The extent of the disability will determine the success or failure in a driver education class. In most cases the student has the intelligence to master the classroom phase, but lacks the motor skills or right combinations of limbs to operate the vehicle.

Many handicapped students may not be given an opportunity to learn to drive because 1) teachers do not feel qualified - through preparation and experience - to teach driver education to these students; 2) special adaptive devices are not provided for vehicles used in the driver education program; or 3) the special driver education program does not have sufficient administrative support.

It has been well established, since the Post World War II era, that handicapped individuals can in fact, drive. However, the problem of teaching driving to the vast legions of handicapped high school students has been substantially ignored. This is a tragedy, because these children can learn to drive safely and successfully.

The Theory of a team approach to the driver training of the handicapped is highly desirable. This would include a complete pre-evaluation of the student considering 1)
medical factors, 2) psychological factors, 3) vocational and professional goals. 4) psychophysical aptitudes, and 5) perceptual evolution. The more that is determined regarding an individual and his total adjustment and his gross abilities, the more efficient the program becomes.

OBJECTIVES OF THE PROGRAM

1. To teach handicapped students to drive.
2. To enable the handicapped to get a driver's license.
3. To develop knowledge, attitudes, habits, and skills in accordance with all students.
4. To enable the handicapped student to enjoy the same privileges accorded other citizens.

A. THE HANDICAPPED STUDENT

In order for handicapped students to obtain a driver's license they must meet the same requirements as other citizens. They will, out of necessity, meet the same requirements as other students enrolled in driver education. The only compensation made for the handicapped student should be in the areas of methods, techniques, adaptation of equipment, and time spent learning the new skills.

1. The Physically Handicapped

a. Does he have the physical resources to operate a modified motor vehicle.

(1) Perceptual Motor Coordination
(2) Which limbs are usable and to what extent.
(3) Does the student need a different type of prosthesis?

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b. Which "extras" and modifications

(1) Electric windows
(2) Six-way electric seats
(3) Adjustable and telescoping steering wheel
(4) Power steering
(5) Power brakes
(6) Electric door locks
(7) Hand operated accelerator, brakes
(8) Electric shift
(9) Steering aid

2. Hearing Impaired

a. Basic Characteristics

(1) **Hard of hearing:** sense of hearing, although defective is functional with or without a hearing aid, but the child may not be able to develop literacy without specialized instruction.
(2) **Deaf:** sense of hearing is nonfunctional for ordinary purposes of life. This general group is made up of the congenitally deaf and those who were born with normal hearing, but in whom the sense of hearing becomes nonfunctional through illness or accident.

b. Major Teaching Point

(1) These students do not react to auditory cues.
(2) Use their visual capabilities.

3. The Mentally Retarded Student

It has become evident that mentally retarded persons are capable of performing many tasks required of a productive member of society. Operating an automobile is for most practical purposes a requirement in our society.

Driver Education for the educable retarded should be an interdisciplinary approach. An exchange of ideas by both the Driver Education and Special

Education Teacher is highly desirable.

a. Any competent driver education instructor can teach educable mentally retarded students to drive if he remembers the following points:

(1) The retarded learns just like any other student, only it takes longer for him to master the materials.
(2) Move from the simple to the complex in your teaching.
(3) Keep abstractions to a minimum.
(4) Use demonstrations to make your point.
(5) Try to involve all their senses in the learning situation. You will find that some students do not have good auditory learning power.
(6) Keep verbal content to a minimum in your explanations. Do not use meaningless phraseology.
(7) Focus their attention on the exact point to be learned.
(8) Practice, Practice, Practice.
(9) Explain all terminology to be used.

b. Assignment of exceptional students to class periods must be a matter of concern for the teacher. Ideally, there should be flexibility in scheduling. Several assignment factors are to be considered, including the following:

(1) Does the student take medication at a time of day which might affect driving performance?
(2) Will the presence of another student negatively affect the driving performance of a particular student?
(3) Is there any reason why the student is likely to function better at a special time of day?
(4) Which period of the day will cause the least inconvenience for the classroom teacher and student?
(5) When might the traffic density be most favorable to the student's learning abilities?

c. Suggested Activities

(1) In most cases the activities used for the other children can be used in this unit.

(2) More time should be spent using a Drivotrainer simulator, overlap, and mock-up, demonstrations.
(3) Situation driving - What do you do in this situation? Use a diagram to depict the situation.

d. References and Audio-Visual Materials

(1) Films - same as those used for other students.
(2) Textbooks - same as those used for other students (you must remember to help clarify material for the mentally retarded student).
(3) Driver Education Programming for the Mentally Handicapped, Michigan Department of Education, Lansing, Michigan, 1968.
(4) Additional References:

(a) Brody, Leon. Driver Education for the Handicapped. A speech at the 1964 National Safety Congress, reprinted in Transactions, Vol. 23, pp. 70-71 Chicago, Illinois, November 1964.
(b) Gutshall, Robert W. The Handicapped Driver, Safety Education, December, 1961, pp. 6-8.
(c) Gutshall, Robert W. The Handicapped Driver, Safety Education, November, 1963 pp. 12-14.
(d) Shannon, J.C. Amputees and Driving, Medical Aspects of Traffic Accidents Proceedings of the Montreal Conference, The Traffic Accident Foundation of Montreal, Montreal, 1955.

APPENDIX

IDAHO DRIVER EDUCATION

STANDARDIZED DRIVING SKILLS GUIDE

IDAHO STATE DEPARTMENT OF EDUCATION

August 1982

Revised January 1990

Robert E. Dutton
Associate State Superintendent
Division of Finance & Administration

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State Superintendent
of Public Instruction

APPENDIX

Driver Education Driving Skills Guide

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PREFACE

This set of standardized driving skills was developed over a period of three years by Idaho driver education instructors. The goal was to provide specific guidelines for every driving skill that Idaho motorists should be able to perform.

The Idaho Department of Education encourages driver education instructors in all Idaho school districts to use these standardized driving skills as a guide to teach our young people to drive.

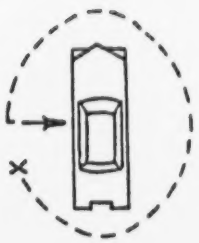
Like all other physical skills, the correct basic components in driving must be taught and then through repetition the proper habit will be acquired. The basic components of driving in Idaho are contained in this guide.

These basic driving skills must be taught in the classroom in order to best utilize the instruction time during the behind-the-wheel phase. We suggest that copies of these uniform driving skills be duplicated and given to each student enrolled in driver education. This procedure will provide for the student a ready reference of the competencies they must develop during the course. Also, you might consider carrying a couple of sets of these skills in the back seat of the driver education vehicle for the benefit of the student observers.

Our job is teaching life saving skills. This guide is designed to provide a more uniform approach to this task. Remember, today is your reward for yesterday's safety!

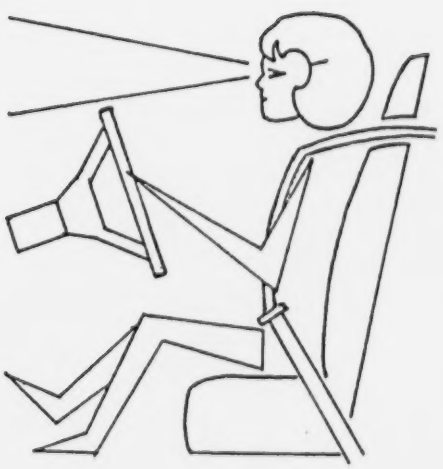
I. PRE AND POST-DRIVING

A. Entering and Pre-Ignition



1. **Circle** of safety (*Keys in your hand-- check around the vehicle.)*
2. **Glance** inside vehicle while unlocking door. *(To see that there are no unwanted passengers.)*
3. **Check** traffic before opening door on street side. *(If possible enter vehicle from curb side.)*
4. **Insert** key in ignition and lock doors. *(Inserting key is listed first because it is sometimes necessary to use light from opened door to insert.)*

5. **Adjust seat** and headrest.
6. **Adjust inside mirror** for maximum view of the roadway to the rear of the vehicle. **Adjust outside mirror** for clear view of the left side of the vehicle, the roadway and following traffic.
7. **Fasten safety belts**.



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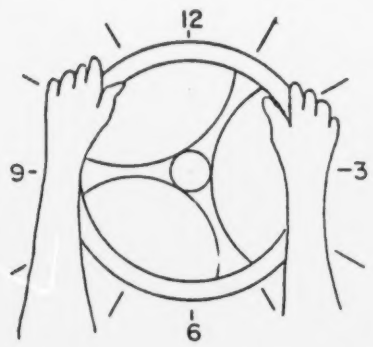
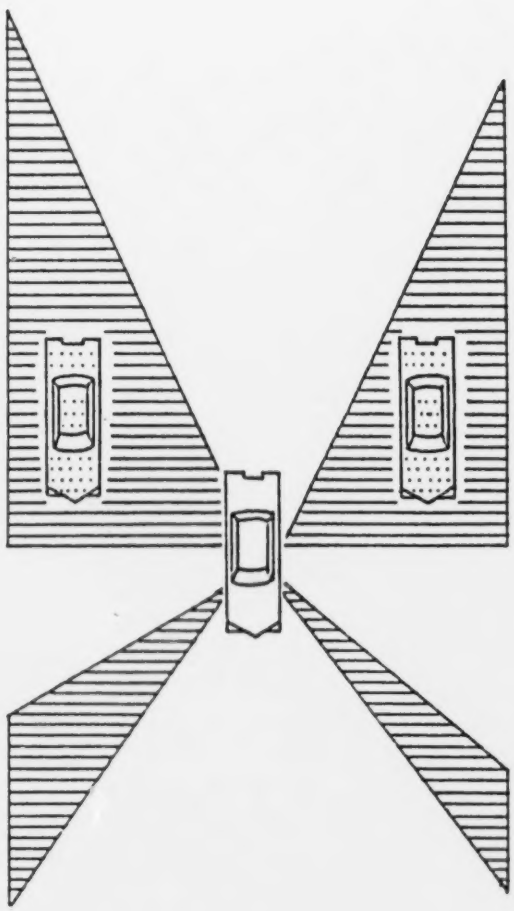


B. Hand Position

Either 9 and 3 or 10 and 2 are acceptable methods.

C. Blindspots-- are points of danger outside the normal visual area of the driver with properly adjusted mirrors.

1. Right rear--compensate by headcheck, right rear side window.
2. Left rear--compensate by headcheck, left side windows.
3. Left front--right front--move head and search.
   Example: Demonstrate by having student sit in driver's seat while the instructor or another student occupies the blindspots. Have drivers check by using mirrors only while person in blindspot moves until he can be seen.



D. Starting the Vehicle

1. Set automatic choke, per manufacturer's recommendations.
2. Park brake on and selector in park or clutch depressed and gear selector in neutral if manual transmission.
3. Right foot on brake.
4. Turn key to start engine. (Stress release.)
5. Check all operating gauges.

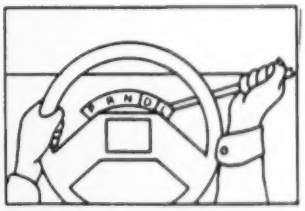
E. Leaving the Vehicle

1. After stopping the vehicle with right foot on brake, place gear selector in park.
2. Set emergency or hand brake.
3. Turn off the accessories and operational devices.
4. Turn off the ignition. If manual transmission, while clutch is depressed and right foot on brake, turn off ignition and then place transmission in reverse or 1st gear.
5. Remove key from ignition.
6. Remove seat belts and lock all doors except the door the driver exits from.
7. Check traffic on street side before opening door.
8. After exiting the vehicle, lock door using key. (Avoids leaving keys in ignition and locking door with button.)
9. Always be sure you are safely and legally parked.

II. DRIVING

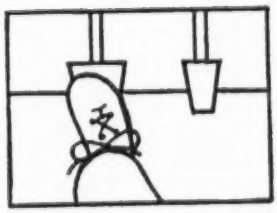
A. Setting the Vehicle in Motion

1. With foot on brake, select proper gear.
2. Check traffic and signal intention.
3. Headcheck blindspots, release park brake, confirm headcheck, go if clear.



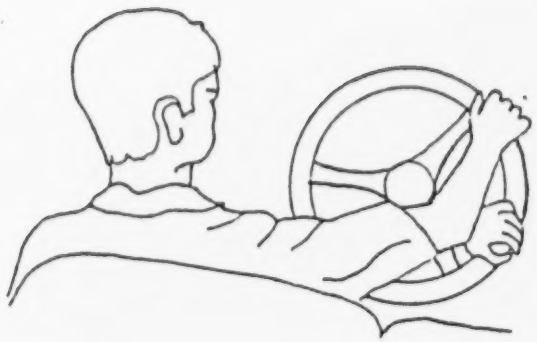
B. Braking

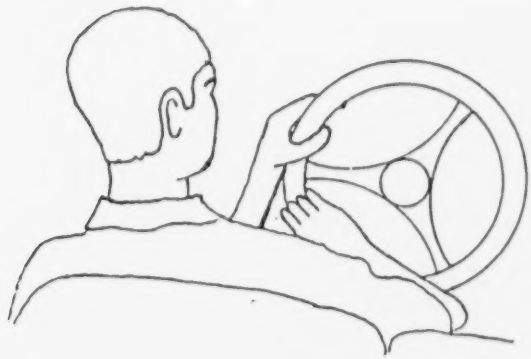
1. Decision to slow or stop.
   (a) Is it necessary?
   (b) Is it legal?
   (c) Is it safe?
2. Check traffic front and rear.
3. Cover brake with right foot.
4. Depress brake with right foot using only enough pressure to smoothly slow down or stop.
5. Steer vehicle in a straight line.

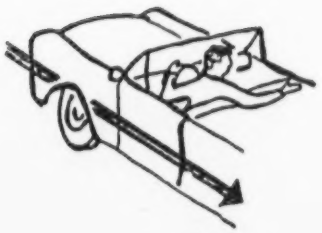


C. Hand-Over-Hand Steering

1. Any time the steering wheel is turned more than one-half of a revolution, the hand-over-hand method shall be used.
2. When turning to the right the re-grip will be approximately at the two o'clock position.
3. To the left the re-grip will be approximately at the ten o'clock position.



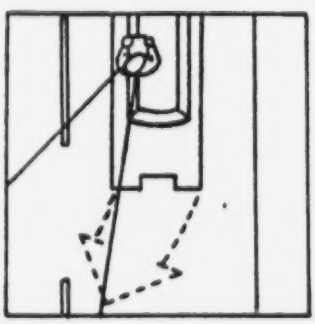




D. Backing

Straight Line

1. Check behind the vehicle before entering. (Circle of safety.)
2. After properly starting the automobile, place right foot on brake.
3. Place gear shift selector in reverse, release emergency brake.
4. Look over both shoulders checking traffic and pedestrians behind.
5. Look over right shoulder, left hand at top of wheel, right arm resting on back of seat.
6. Release pressure with right foot keeping brake covered, back slowly.
7. It may be necessary in some vehicles to accelerate slightly, in that case cover the brake with the left foot and accelerate gently with the right foot. (Standard transmission, keep left foot on clutch, brake with right foot.)
8. Back slowly and continue looking back until vehicle comes to a complete stop. (Driver must also check to front to check for vehicle swing.)



Turning

1. **Look over your shoulder in the direction you are turning the vehicle**.
2. Steer hand-over-hand or heel of the hand at twelve o'clock.
3. **Continuously move head** to check clearance at front and rear of vehicle while moving slowly back.
4. Back slowly and continue looking back until vehicle comes to a complete stop.

III. INTERSECTIONS - RIGHT & LEFT TURNS

A. Uncontrolled

1. Pre-entering
   (a) Observe the intersection well in advance (visual lead time) and check rearview mirror.
   (b) Cover the brake, right foot.
   (c) Search left, right, left; be prepared to stop if intersection is not clear and safe to proceed. (Vehicles on the left shall yield to vehicles on the right.)
2. Entering
   When the intersection is clear of pedestrians and traffic, search traffic left, right, left while proceeding through the intersection.
3. Exiting
   Glance in rearview mirror to check following traffic.

B. Controlled --- Yield Sign--Cancels Right-Of-Way Rule

1. Pre-entering

   (a) Observe the intersection well in advance (visual lead time) and check rearview mirror.
   (b) Cover brake with right foot.
   (c) Search left, right, left; be prepared to stop in intersection is not clear and safe to proceed.

2. Entering

   (a) Search left, right, left; yield to all pedestrian or vehicular traffic in the intersection.
   (b) If clear proceed through intersection. Check rearview mirror for traffic behind.

C. Stop Sign or Flashing Red Light

1. Pre-entering
   (a) Observe intersection well in advance (visual lead time) and check rearview mirror.
   (b) Bring vehicle to a complete stop.
   (c) Idaho Code 49-807 (2)
   Vehicles shall stop at a clearly marked stop line or crosswalk, or at point nearest the intersecting roadway.
   (d) Search left, right, left.

2. Entering the Intersection
   (a) Search left, right, left.
   (b) When intersection is clear of pedestrians and vehicular traffic, proceed through intersection. Search left, right, left. (Confirmation of decision.)

NOTE: *Use the following criterion to govern action at a 4-way stop. If more than one driver reaches the stop at approximately the same time, the first one to stop should be the first to go if safe to do so and the others should take their turns. Make visual contact with other drivers, the right-of-way rule applies.*

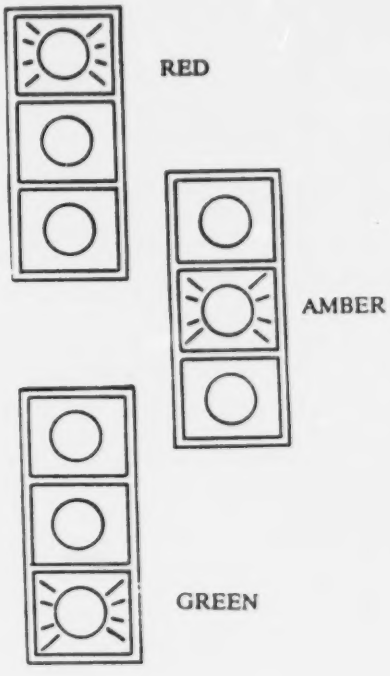
D. Traffic Control Signal

1. Green--Pre-entering
   (a) Observe intersection well in advance and check rearview mirror.
   (b) Be aware of "stale" green light.
   (c) Cover brake with right foot.
   (d) Search left, front, right, front, left and front and proceed if clear.

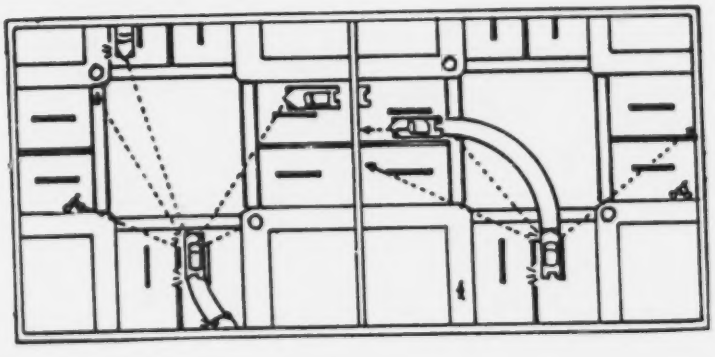
2. Amber
   (a) Is warning that light is going to turn red. Red requires drivers to stop.
   (b) Pre-entry same as for green -- requires decision to stop or proceed.

3. Red
   (a) Observe intersection well in advance and check rearview mirror.
   (b) Bring vehicle to complete stop.
   (c) Idaho Code 49-807 (2)
   (d) Wait for light to change to green, and check both directions--while searching left, front, right, front, left, front.

4. Be aware of "stale" green light



SEARCHING AT AN INTERSECTION



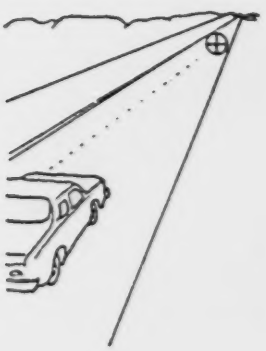
IV. COUNTRY DRIVING

Factors encountered in country driving.
(Suggested discussion areas)

Time of Day -- Light Conditions
Weather Conditions
Road Conditions
Condition of Driver
Type and Condition of the Vehicle
Visual Problems
Traffic Mixes and Densities
Slow Moving Farm Vehicles
Recreation Vehicles
Domestic and Wild Animals
Equestrians

A. Car Positioning and Tracking

1. Center vehicle on right hand side of roadway.
2. Aim high in steering.
   In rural areas central vision point (the point where you are going to drive the vehicle) is an imaginary point in the center of your lane as far in front of the vehicle as you can see.



3. Keep eyes moving and search for hazard clues.
   While searching the area ahead, be sure to check the scene in the inside and outside mirrors for following traffic.

B. Space Relationship

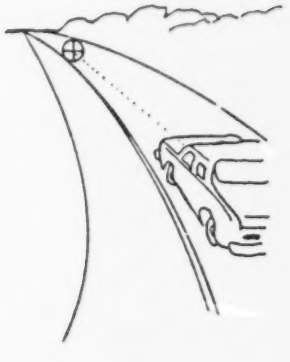
1. Get the big picture.
2. Two (2)-second following rule.
3. Road surface, intersections, soft shoulders, loose gravel, sight obstructions.

C. Curves--Open/Blind

1. Observe curve in advance.
2. **Adjust speed before entering curves.**
3. Observe the laws of nature.
4. Steering input gentle not jerky.
5. On a right curve you pull the steering wheel with the right hand keeping the left hand at 10 o'clock position.
6. On left curves you pull the steering wheel with the left hand keeping the right hand at 2 o'clock position.
7. Shorten the central vision point on curves to cover the center and inside of the lane in the direction of the curve and your path of travel.
8. Open curve--can see ahead.
9. Blind curve--cannot see ahead.

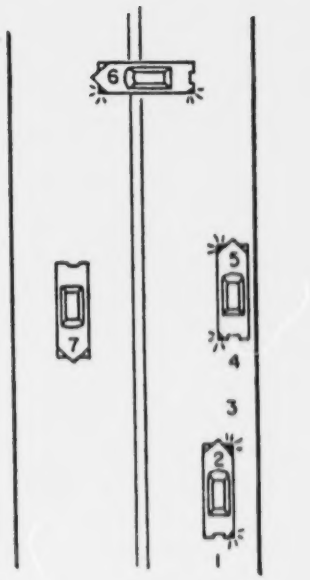
D. Hillcrest

1. Adjust speed
2. Move right
3. The unexpected



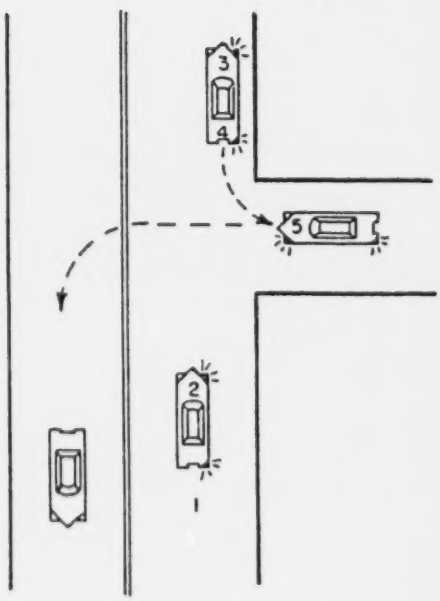
V. TURNABOUTS

A. U-Turn



1. Decision to make a U-turn.
   (a) Is it necessary?
   (b) Is it legal?
   (c) Is it safe?
2. Check mirrors, signal right, headcheck blindspot.
3. Pull to right edge of pavement.
4. Stop and check for traffic in both directions.
5. Turn on left directional signal and headcheck over left shoulder immediately before starting the turn.
6. Move the car slowly, after checking traffic, until it faces the opposite direction. Steer fast, move car slowly, is good to remember.
7. When the turn is nearly completed, straighten the car's front wheels and proceed in the proper lane at normal speed.

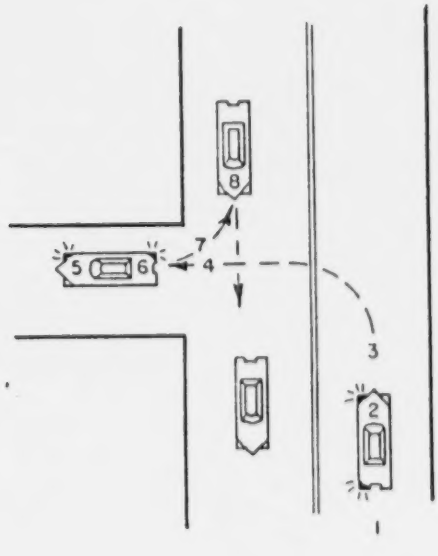
B. Two-Point Turn (Alley or Driveway)



1. Decision to make 2-point turn.
   (a) Is it necessary?
   (b) Is it legal?
   (c) Is it safe?
2. Check mirrors, signal right at least 100 feet, headcheck blindspot.
3. Stop about an arm's length out from the curb and about half a car length beyond the driveway.
4. Selector in reverse and begin backing slowly watching to rear over right shoulder using head-check to front. When rear bumper is about even with the edge of the driveway, turn steering wheel sharply to the right and continue to back slowly till vehicle's front is off the street. Straighten wheels just before stopping.
5. Search traffic, signal left, put car in forward gear and if clear move slowly until vehicle is in proper lane. Adjust speed and proceed.

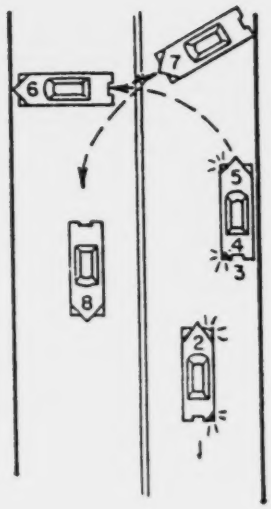
C. Two-Point Turn Left (Backing from Driveway)

1. Decision to make turn.
   (a) Is it necessary?
   (b) Is it legal?
   (c) Is it safe?
2. Check mirrors, signal left at least 100 feet, headcheck blindspot.
3. Position vehicle for left turn, check traffic and pedestrians.
4. Turn left into driveway or alley keeping near the right side of driveway or alley.
5. Stop when off the street, front wheels straight.
6. Shift to reverse, check pedestrians and both lanes of traffic, signal right.
7. While moving slowly to the rear, turn steering wheel rapidly all the way to the right, keeping the vehicle within the first traveled lane.
8. Stop with the front wheels straight, cancel signal, shift to forward gear, accelerate to traffic speed.



D. Three-Point Turn (High Risk-Turn)

1. Decision to make turn.
   (a) Is it necessary?
   (b) Is it legal?
   (c) Is it safe?
2. Check mirrors, signal right at least 100 feet, headcheck blindspot.
3. Stop as close to the right edge of the pavement or curb as practical.
4. Check for traffic in both directions. Wait for a clear space which is long enough to complete the maneuver (15-30 seconds depending on your ability).
5. Turn on the left directional signal and check back over the left shoulder immediately before starting the turn.
6. When the front wheels are approximately 4 feet from the edge of the pavement or curb, pre-turn to the right and stop the car just short of the road edge or curb.
7. Check traffic to your left, then look over your right shoulder, put car in reverse and back slowly. Again, approximately 4 feet before stopping, look over your left shoulder and pre-turn the steering wheel to the left. Be sure to continue looking back until you have stopped the car.
8. Check traffic, put car in forward gear, and move the car slowly until the car is in the proper lane. Accelerate and proceed in the new direction.
9. Repeat the above steps if necessary to complete the turn.



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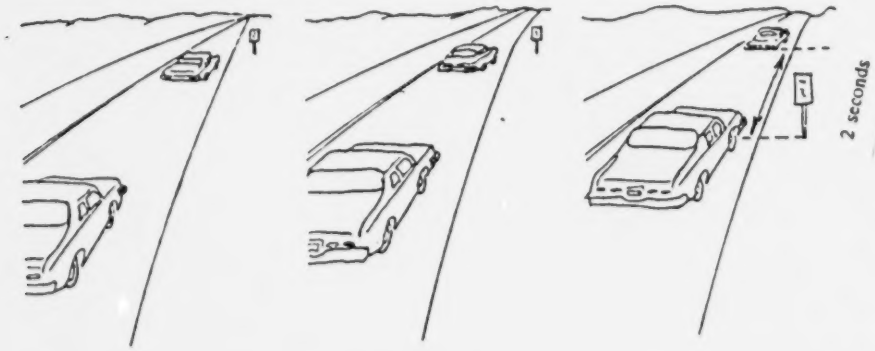
VI. CITY DRIVING and LANE CHANGE

Factors encountered in city driving. (Suggested discussion areas.)

Time of day -- Light Conditions
Type and Condition of Vehicle
Visual Problems
Traffic Mixes and Densities
Condition of the Driver
Weather Conditions
Road Conditions

A. Car Positioning and Tracking

1. Lane Position
   (a) Center vehicle in proper lane.
   (b) Aim high in steering, follow visual point.
2. Proper Space Relationship (cushion)
   (a) Two-(2) second following rule.



The car ahead is approaching a check point (the sign)

Begin counting seconds as the rear of the car ahead passes the check point.

If it takes two seconds for the front of your car to reach the check point, your following distance is proper.

   (b) Frequently check mirrors to be aware of tailgaters.
   (c) If the car in front of you stops, you stop so you can see the rear tires of the stopped vehicle where they touch the pavement.
3. Get the big picture. Keep Eyes Moving.
   (a) Be aware of intersections, driveways, alleys, parking lot exits, etc.
   (b) Pedestrians and bicycle drivers.
   (c) Communicate with others.

B. Destination Driving
Plan route ahead, using factors already noted.

C. Lane Changes, Single Left Turn Islands

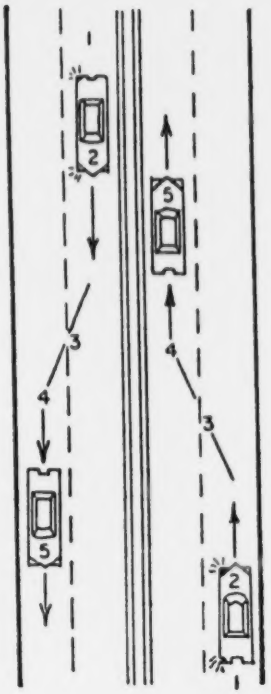
1. Decision to make lane change.
   (a) Is it necessary?
   (b) Is it legal?
   (c) Is it safe?

2. Check mirrors, signal at least 100 feet, headcheck blindspot, if clear, go.

3. Move smoothly to adjacent lane (left or right).

4. Cancel signal and center vehicle in lane.

5. Adjust speed and establish space cushion.



D. Right Turn

1. Decision to turn.
   (a) Is it necessary?
   (b) Is it legal?
   (c) Is it safe?

2. Check mirror, signal at least 100 feet, headcheck blindspot. Position vehicle properly and adjust speed.

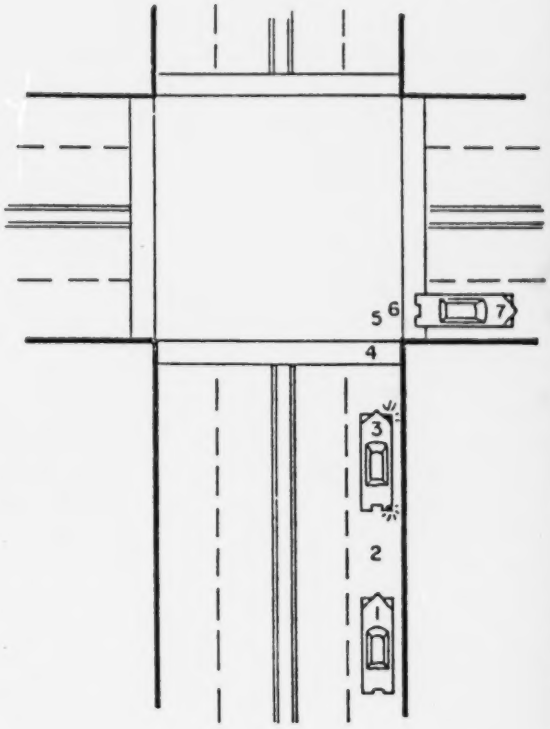
3. Check pedestrians, search traffic left, right, left.

4. Enter intersection, begin turning as soon as the front of your vehicle has cleared any hazard on the right (curb or parked cars).

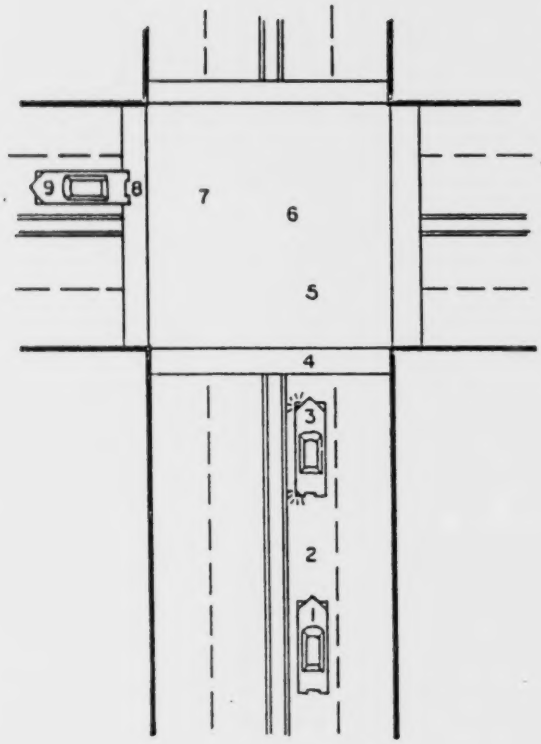
5. Use hand-over-hand steering.

6. Check for pedestrians entering crosswalk.

7. Recover steering, accelerate and position vehicle in lane.



E. Left Turn



1. Decision to turn.
   (a) Is it necessary?
   (b) Is it legal?
   (c) Is it safe?

2. Check mirrors, signal at least 100 feet, headcheck blindspot. Position vehicle properly and adjust speed.

3. Check pedestrians, search left, right, left.

4. All oncoming vehicles have the right-of-way.

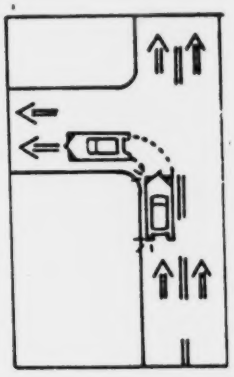
5. Enter the intersection; just before the front of your vehicle reaches the center of the intersection, begin turning to the left.

6. Use hand-over-hand steering.

7. Check for pedestrians entering the crosswalk.

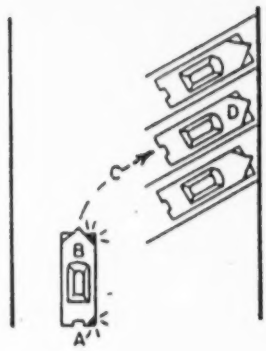
8. Enter lane nearest center line or designated lane.

9. Recover steering, accelerate and position vehicle in lane.



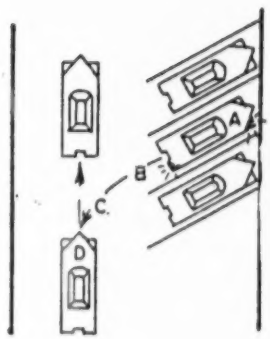
VII. PARKING

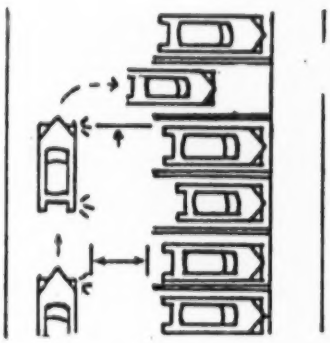
A. Angle Parking



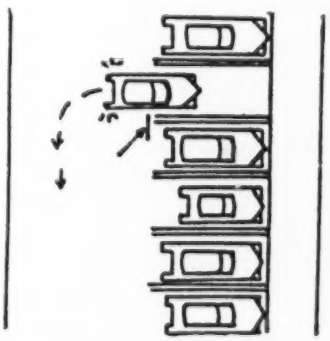
1. Decision to park
   (a) Is it necessary?
   (b) Is it legal?
   (c) Is it safe?

2. Entering
   (a) Observe traffic conditions in all directions. Notice if a car is about to back out of a nearby space.
   (b) Check mirrors, signal, headcheck blindspot. Approach parallel to the curb, approximately a car width from the parked cars. (If you are going to be parking perpendicular to the curb, 90°, as at some shopping centers, you must allow more, 6 to 8 feet, in order to make the sharp turn required.
   (c) Steer sharply when the car's front bumper passes tail light of the last parked car commence turning. Creep (cover brake) into the space midway between the lines, straighten wheels so the car faces correctly into the space. Be extremely careful to observe the left front fender and the right rear fender, making certain they are not too close to parked cars.
   (d) As you straighten the wheels, let the car move forward slowly until the front wheels touch the curb or stop line.

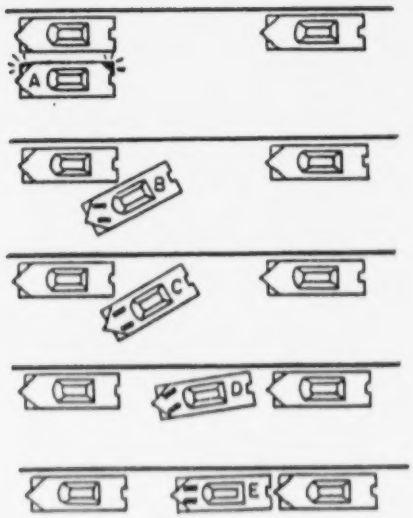




3. Leaving
   (a) Check traffic, including pedestrians, in all directions. Shift to reverse, signal, look over your right shoulder, and begin to move very slowly straight back. Headcheck front to check clearance.
   (b) Continue backing straight out until you see past parked cars. Glance to the left for approaching traffic from that direction, be sure the front end will clear before turning.
   (c) When the fender will clear the adjacent car, turn the wheel sharply and quickly and back into the lane next to the parked cars (avoid crossing into another lane). Straighten the wheels just before stopping and continue to look back as long as you are moving in that direction.
   (d) Shift to forward gear, cancel signal and drive carefully past the parked cars, watching for any cars that may be backing out.

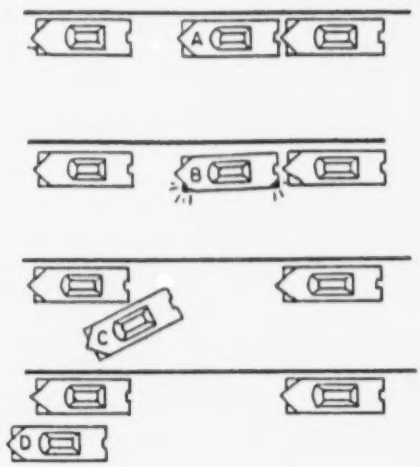


B. Parallel Parking



1. Decision to park.
   (a) Is it necessary?
   (b) Is it legal?
   (c) Is it safe?

2. Check mirrors, signal, headcheck, position car by parking space and pause.
   (a) Drive forward alongside and parallel to the vehicle in front of the space where you will park, leaving approximately an arm's length between the cars. Give a stop signal and stop when the rear bumper of the vehicle is even with the rear bumper of the vehicle in front of the space. This beginning position is very important and is your first check position.
   (b) Back very slowly, steering sharply to the right until the car is at a 45° angle to the curb. Your steering wheel should now be opposite the rear bumper of the car in front of the space. This is your second check position. (Stop here each time while you are learning to park.)
   (c) Start backing slowly again, straightening your front wheels. Continue backing until the right end of your front bumper is opposite the left end of the rear bumper of the car in front of the space. Stop here. The right rear wheel of your car should be about one foot from the curb.
   (d) Start backing slowly again, turning the wheels rapidly to the left as far as they will go.
   (e) Move forward very slowly, straightening the wheels, and stop when your car is about equal distance between the car in front and the car behind.
   (f) To be legally parked the vehicle must be within 18 inches of the curb.



3. Leaving
   (a) Back slowly, stopping before rear bumper touches car behind.
   (b) Check traffic behind, signal left, select forward gear.

(c) When traffic is clear, leave parking spot cautiously, turning steering wheel sharply left until right front door clears the left rear of car in front.
(d) Headcheck and accelerate slightly as you enter lane of traffic.

C. Hill Parking

1. Decision to park.
   (a) Is it necessary?
   (b) Is it legal?
   (c) Is it safe?

2. Check mirrors, signal, headcheck blindspot.

3. Downgrade (with curb)
   (a) Bring the car to a normal parallel-parked position.
   (b) Move forward slowly, turning the wheels sharply left. This gives the right front wheel clearance from the curb.
   (c) Turn the wheels sharply right as you continue moving forward very slowly toward the curb.
   (d) Stop the car when the right front wheel touches the curb. (Don't bump it!) To move the car out from this parked position it is necessary to back up enough (only 2 or 3 feet) to be able to turn the wheels left so they will clear the curb as you move forward.

4. Upgrade standard curb
   (a) Bring the car to a normal parallel-parked position.
   (b) Move forward slowly, turning the wheels sharply left as far as they will go. Move about 3 feet and stop.

5. Upgrade no curb or roll curb

When parking on a grade where there is no curb, center the car in the space with the front wheels turned slightly to the right, so if the car begins rolling it will drift off the roadway. In all cases of parking on a hill, the parking brake should be firmly set and the selector lever should be in P for Park. On a manual shift car, make sure the transmission is left in reverse or low gear.

VIII. HIGHWAY DRIVING AND PASSING

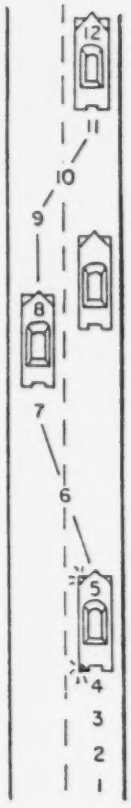
A. Highway Driving

Highway driving may differ from country driving because road surfaces are usually better, speed is often faster and highways have special markings and improved signing.

1. Recognize and know meaning of markings.
2. Recognize and know meaning of signs.

B. Passing (No single set of steps covers all passing situations)

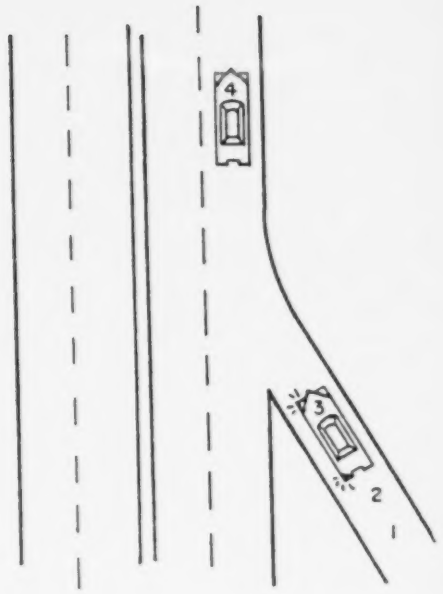
1. Decision to pass.
   (a) Is it necessary?
   (b) Is it legal?
   (c) Is it safe?
2. Stay back--two (2) second rule.
3. Check ahead.
4. Check behind.
5. Check mirrors, signal at least 100 feet, headcheck blindspot.
6. Move left.
7. Accelerate--not to exceed the posted limit.
8. Communication skills--tap horn and lights
9. Signal right.
10. Move right--when headlights of vehicle being passed are visible in rearview mirror.
11. Cancel signal.
12. Resume speed.



C. Being Passed

1. Be aware of traffic that may want to pass.
2. When being passed maintain a following distance that allows vehicles to pass and pull ahead of you safely.
3. Stabilize your vehicle until you determine whether there is imminent danger.
   (a) Move right.
   (b) Decision--normally maintain constant speed; however, it may be necessary to slow or accelerate to help the other vehicle pass safely.
   (c) Adjust for two (2) second rule.

IX. FREEWAY DRIVING

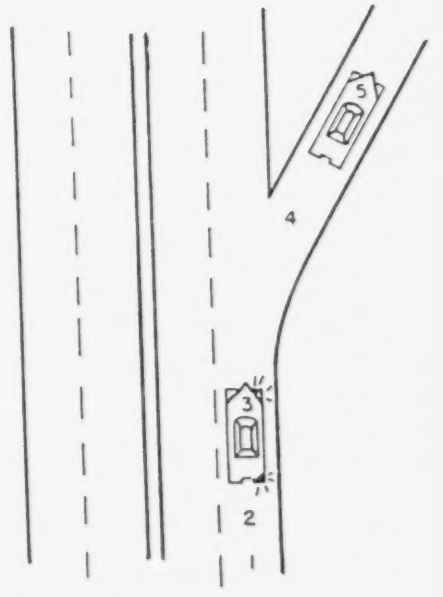


C. Entering a Freeway

1. Observe traffic conditions as you enter the entrance ramp.
2. Adjust vehicle speed to existing traffic conditions by either accelerating or decelerating.
3. Check mirrors, signal at least 100 feet, headcheck blindspot.
4. If right hand lane is unobstructed, headcheck, enter lane and blend with other traffic.
5. In extreme cases it may be necessary to stop and wait for an opening.

D. Freeway Driving

1. In Idaho it is recommended that vehicles travel in the right lane of freeways.
2. When approaching an area of merging traffic, freeway traffic shall move to the next lane of traffic to the left if possible.
3. If lane change is not possible, the freeway driver must make a decision to either slow or accelerate to facilitate a smooth safe merge.
4. It is very important to observe all signs and markings on freeways for information and directions.
5. Highway hypnosis is a greater hazard of freeway driving.



E. Exiting A Freeway

1. Know the exit lane to be used.
2. Get in the proper exit lane well in advance of exiting.
3. Check traffic, mirrors, signal well in advance, headcheck blindspot.
4. Enter exit ramp and decrease speed to be posted or safe slower speed.
5. Check mirrors.

NOTE: *Under freeway conditions with deceleration lanes, do not brake or slow suddenly until after entering the exit ramp.*

WHAT YOU SHOULD KNOW ABOUT SKIDS

KIND	CAUSE	SYMPTOMS--CAR ACTION	HOW TO PREVENT	HOW TO RECOVER
POWER SKID	TOO MUCH GAS	FRONT END VEERS TOWARD CENTER LANE	FEED GAS LIGHTLY AVOID COMBINATION INPUTS	QUIT FEEDING GAS STEER TO STRAIGHTEN CAR
BRAKING SKID	TOO MUCH BRAKE	CAN HEAR TIRES SLIDE NO STEERING CONTROL SIDE SLIP TOWARDS CURB	BRAKE SOFTLY OVER LONG DISTANCE. PUMP BRAKES BUT WATCH OUT FOR DISC BRAKE LOCK-UP	PROMPTLY QUIT BRAKING AND STEER--THEN REAPPLY BRAKES MORE SOFTLY
CORNERING SKID	SPEED TOO HIGH	CAR WILL TEND TO RESIST DRIVER'S CORNERING INTENTIONS (SLIDE STRAIGHT INSTEAD OF TURNING.)	REDUCE SPEED BEFORE TURNING	SLOW DOWN WELL BEFORE TURNING
ACCELERATE--STEER	COMBINATION INPUT EXCESS TRACTION DEMAND	REAR WHEELS SPIN REAR WHEELS BREAK LOOSE	AVOID COMBINATION INPUTS ACCELERATE ONLY STEER ONLY	CUT POWER AND STEER AT SAME TIME.
BRAKE--STEER	COMBINATION INPUT EXCESS TRACTION DEMAND	NO STEERING OR CORNERING RESPONSE FROM VEHICLE	AVOID COMBINATIONS BRAKE ONLY STEER ONLY	PROMPTLY RELEASE BRAKES
FAST IDLE (STOPPING) (CORNER)	CHOKE CAUSES ENGINE TO RUN FAST WHEN FIRST STARTED	CAR WILL RUN 15-20 MPH WHEN NO GAS IS BEING FED	QUICK KICK OF GAS PEDAL WILL STOP FAST IDLE. SHIFT TO NEUTRAL FOR STOPS	GO OVER CURB OR INTO SNOW BANK IF YOU CANNOT GET STOPPED IN TIME

WINTER DRIVING	MAJOR CONCEPTS
1. DECISION & TRACTION RELATED	All driving decisions end up in an interplay between the tires and the road. For this reason, all driving decisions must be based on available traction.
2. LOOK FARTHER AND WIDER	Look much farther and wider on slick roads than on dry roads because more time is needed for all maneuvers and actions.
3. STRETCH OUT ACTIONS	All maneuvers take much longer on ice because the amount of work that can be done by the tires is much lower.
4. SPEED	The higher the speed, the more the vehicle resists turning and braking intentions of the driver.
5. LATERAL MOBILITY	Compared to accelerating and stopping, lateral mobility suffers least from reduced traction. Traction demand for lateral movement is comparatively low.
6. STOPPING PROBLEM	Stopping in time is the greatest single winter driving problem because many drivers overestimate their stopping ability.
7. COMBINATION INPUTS	Avoid or minimize combination inputs on ice and snow because accelerate-steer and brake-steer combinations greatly increase traction demand. USE NEUTRAL FOR STOPS AND TURNS ON ICE.
8. REAR WHEELS STEER	Spin the rear wheels or lock them with the park brake and they will quit steering the car. Allow them to roll and they will steer.
9. SLIDING WHEELS DON'T STEER	Sliding wheels do not steer. The only way to gain steering control of the front wheels is to reduce excess traction demand made with the brake or accelerator.
10. STOP EXCESS INPUTS	When wheels spin, cut power and reapply softly. When wheels slide, ease up on brakes reapply with less pressure.
11. STUDS AND STOPPING	Studs improve starting 85%--stopping 15%.

VEHICLE EMERGENCIES

KIND	BASIC CAUSES	SYMPTOMS	HOW TO PREVENT	ACTIONS TO TAKE
GAS PEDAL STICK	PEDAL CAUGHT UNDER FLOOR MAT. WORN CABLE. BROKEN SPRING.	ENGINE RUNS FAST WITH FOOT OFF GAS PEDAL. NO FORWARDING.	INSPECTION	BRAKE FIRMLY. SLAP GAS PEDAL WITH FOOT. TURN OFF ENGINE.
STEERING FAILS	WORN PARTS. ENGINE STOPS AND POWER STEERING QUITS WORKING.	NOISES WHEN HITTING BUMPS.	INSPECTION	BRAKE HARD.
BLOW OUT	TIRE CUTS AND IMPACTS. LOW ON AIR. OVERLOAD.	BULGE ON SIDEWALL OF TIRE. CUT ON FACE OF TIRE TIRE LOOKS LOW ON AIR. THUMP WHILE DRIVING	INSPECTION	CUT POWER. STEER FOR CONTROL. (When right tire blows car will pull right.) NO HARD BRAKES.
FIRE	SHORT IN WIRING OR IN ELECTRICAL EQUIPMENT.	ODOR SMOKE	INSPECTION MAINTENANCE	DISCONNECT BATTERY. SMOTHER FIRE. FIRE EXTINGUISHER.
LOSS OF FORWARD VISION	WINDSHIELD WASHER ON COLD WINDSHIELD. ICE FORMS AFTER FROST HAS BEEN SCRAPED OFF GLASS. SNOW SUCKED FROM HOOD INTO HEATER INTAKE. SPLASH FROM OTHER CAR.	NO FOREWARNING.	WAIT UNTIL WINDSHIELD IS WARM TO USE WASHER. REMOVE SNOW FROM HOOD BEFORE DRIVING.	TURN ON WIPER. LOOK OUT OF SIDE WINDOW. STOP & CLEAN WINDSHIELD.
LIGHTS GO OUT	SHORT IN LIGHT CIRCUIT.	OFTEN NO FORE-WARNING. MAY DIM OR FLICKER.	VISUAL INSPECTION	TRY HIGH-LOW BEAM SWITCH. PULL SWITCH ON AND OFF. TURN ON 4 WAY FLASHER. REPLACE BURNED OUT FUSE.
HOOD FLIPS UP	HOOD NOT SECURED AT SERVICE STOP.	HOOD FLUTTERS UP AND DOWN WHILE DRIVING.	INSPECTION SERVICE ATTENDANT SHOULD JERK HOOD UPWARD AFTER SLAMMING IT DOWNWARD.	GET OFF ROAD. LOOK THROUGH SLOT ABOVE DASH. LOOK OUT OF SIDE WINDOW.

VEHICLE EMERGENCIES

KIND	BASIC CAUSES	SYMPTOMS	HOW TO PREVENT	ACTIONS TO TAKE
FLOODED ENGINE	PUMP GAS PEDAL TO START ENGINE. AUTOMATIC CHOKE STUCK.	AVOID PUMPING GAS PEDAL. CHOKE MAINTENANCE.	AVOID PUMPING GAS PEDAL. CHOKE MAINTENANCE.	HOLD GAS P[illegible] DOWN & R[illegible] STARTER UNTIL ENGINE STARTS. IF CHOKE IS STUCK, RUN ENGINE FAST TO CLEAR OUT EXCESS FUEL.
OIL LIGHT COMES ON	RUN LOW ON OIL. ICE IN OIL COULD PREVENT OIL FLOW. LEAK AT OIL FILTER.	RED LIGHT. OIL DRIPPINGS ON GARAGE FLOOR. ENGINE COULD OVERHEAT.	CHECK OIL EACH FUEL STOP. CHANGE OIL EACH MONTH IN WINTER.	STOP IMMEDIATELY. CHECK OIL LEVEL WITH DIP STICK. (Driving could cause expensive damage.)
ENGINE OVERHEATED	LOW ON COOLANT. FAN BELT BROKEN. THERMOSTAT STUCK. DRIVE SLOWLY WITH AIR CONDITIONER RUNNING.	RED WARNING IIGHT. ENGINE MAY SOUND DIFFERENT.	INSPECTION MAINTENANCE REV ENGINE WHILE STANDING. TURN OFF AIR CONDITIONER AND TURN ON HEATER.	DO NOT REMOVE RADIATOR CAP. RUN COLD WATER ON OUTSIDE OF RADIATOR. WHEN COOLER ADD COLD WATER SLOWLY.
ENGINE QUITS IN TRAFFIC	CARBURETOR ICES UP. CHOKE STUCK OR OUT OF ADJUSTMENT. CARBURETOR OUT OF ADJUSTMENT.	FREQUENTLY NO FOREWARNING. ENGINE DOES NOT RUN SMOOTH. POOR ACCELERATION.	SOME WARMUP BEFORE DRIVING IN COLD DAMP WEATHER. CHOKE ADJUST AND CLEAN. CARBURETOR TUNE UP.	SHIFT TO NEUTRAL AND RESTART ON RUN. (Shifting to PARK could cause damage.)
VAPOR LOCK	HIGH ALTITUDE. OVERHEAT IN SLOW TRAFFIC.	ENGINE WILL NOT RESTART. ENGINE RUNS UNEVENLY AND MIGHT STOP.	SPEED UP ENGINE WHILE STANDING IN HEAVY TRAFFIC IN HOT WEATHER.	POUR COLD WATER OVER FUEL LINE. REMOVE GAS CAP FROM TANK.
RUN OUT OF GAS	FAILURE TO MAKE PRE-TRIP CHECK.	CAR BEGINS TO SPUTTER. WILL NOT ACCELERATE. SHARP ODOR.	PRE-TRIP CHECK. KEEP TANK 1/2 FULL.	SWAY CAR TO USE FUEL IN LOW END OF TANK. NEUTRAL & COAST OFF ROAD. RAISE HOOD. TURN ON 4 WAY FLASHER.
BRAKES FAIL	MASTER CYLINDER FAIL. WHEEL CYLINDER FAIL. BRAKE FLUID LINE BREAKS OR LEAKS.	BRAKE PEDAL SINKS DOWN WHEN BRAKE PEDAL HELD DOWN. LOOK FOR BRAKE FLUID DRIPPING ON TIRES AND ON GARAGE FLOOR.	INSPECTION REPAIR	PUMP BRAKE PEDAL TO BUILD BRAKE PRESSURE. SHIFT TO LOW. USE PARK BRAKE TO STOP. (Hold release out.)
WET BRAKES	DRIVE THROUGH DEEP WATER.	ALL BRAKES WET, NO BRAKES. DRY BRAKE WILL HOLD--WET BRAKE WILL NOT. Car will pull in direction of dry brake. WET DISC BRAKES HOLD.	APPLY LIGHT BRAKES WHILE DRIVING THROUGH WATER. DRIVE AROUND POOLS OF WATER.	TEST BRAKES AFTER DRIVING THROUGH WATER. TO DRY OUT BRAKES-SHIFT TO LOW BRAKE FIRMLY YOU DRIVE SLOW

SAMPLE

PARENT PERMISSION SLIP

Dear _____:

We are pleased to have your son or daughter enrolled in our Beginning Motorcycle Rider Course.

This course consists of classroom and actual on-the-motorcycle instruction.

The motorcycles are outfitted with all necessary safety equipment and are fully insured.

Before your son or daughter may begin their instruction, this slip must be signed and returned by the student's parent or legal guardian giving permission to participate in the course.

Very truly yours,

Instructor

I hereby give permission for my son/daughter _____ to participate in the Beginning Motorcycle Rider Course and remove responsibility from the instructor or sponsoring group in case of injury to the above-named student.

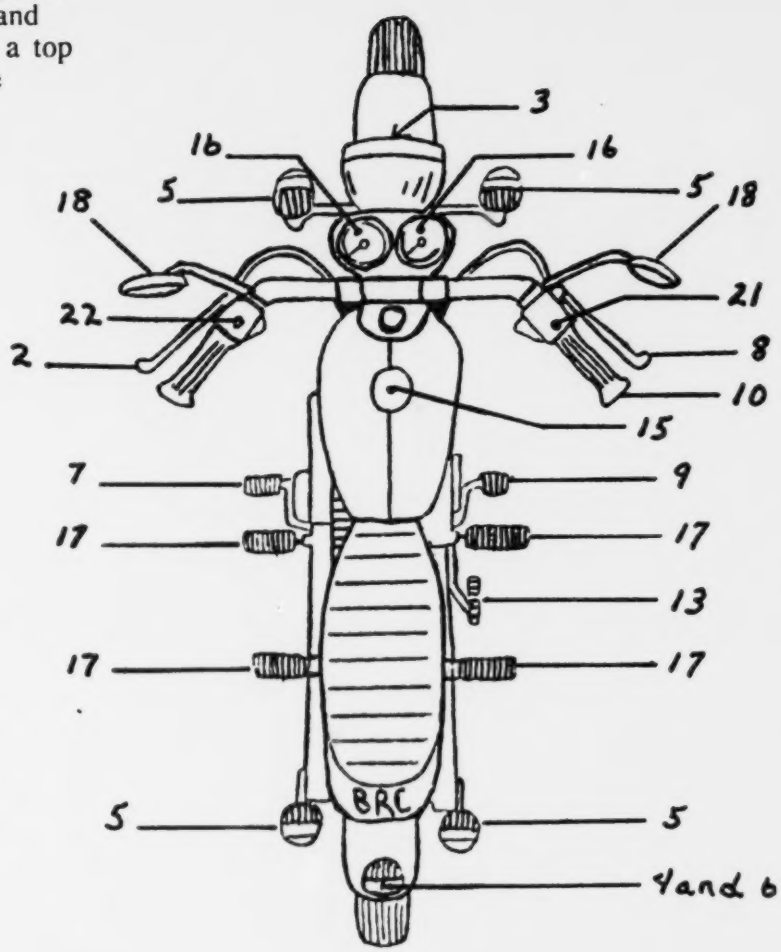
Signed _____, Date _____

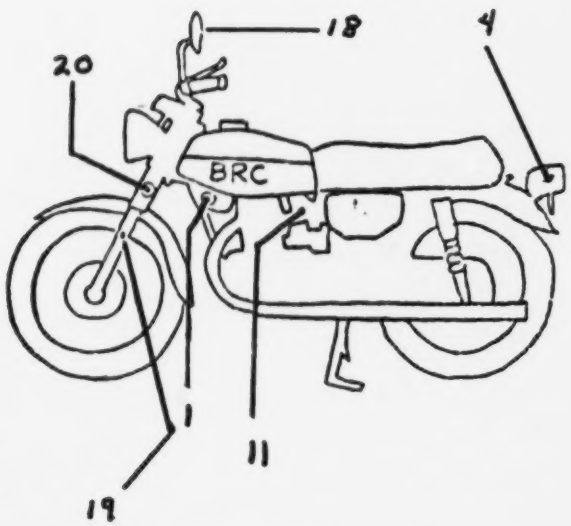
Signed _____, Date _____

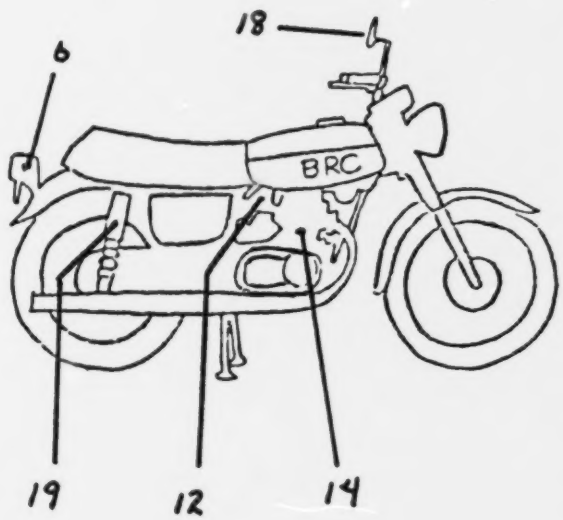
You can use the following drawings as guides to identify the various controls, devices and related parts. They will be shown from a top view, right-side, and left-side view of the motorcycle.

The numbers indicate the following:

1. Ignition Switch
2. Clutch Lever
3. Headlight
4. Taillight
5. Turn Signal Light
6. Brake lights
7. Gear Change Lever
8. Front Brake Lever
9. Rear Brake Pedal
10. Throttle
11. Choke
12. Fuel Supply Valve
13. Starter
14. Oil Filler Cap
15. Fuel Filler Cap
16. Speedometer and Tachometer
17. Foot Pegs
18. Mirrors
19. Shock Absorbers
20. Fork Lock
21. Kill Switch
22. Horn



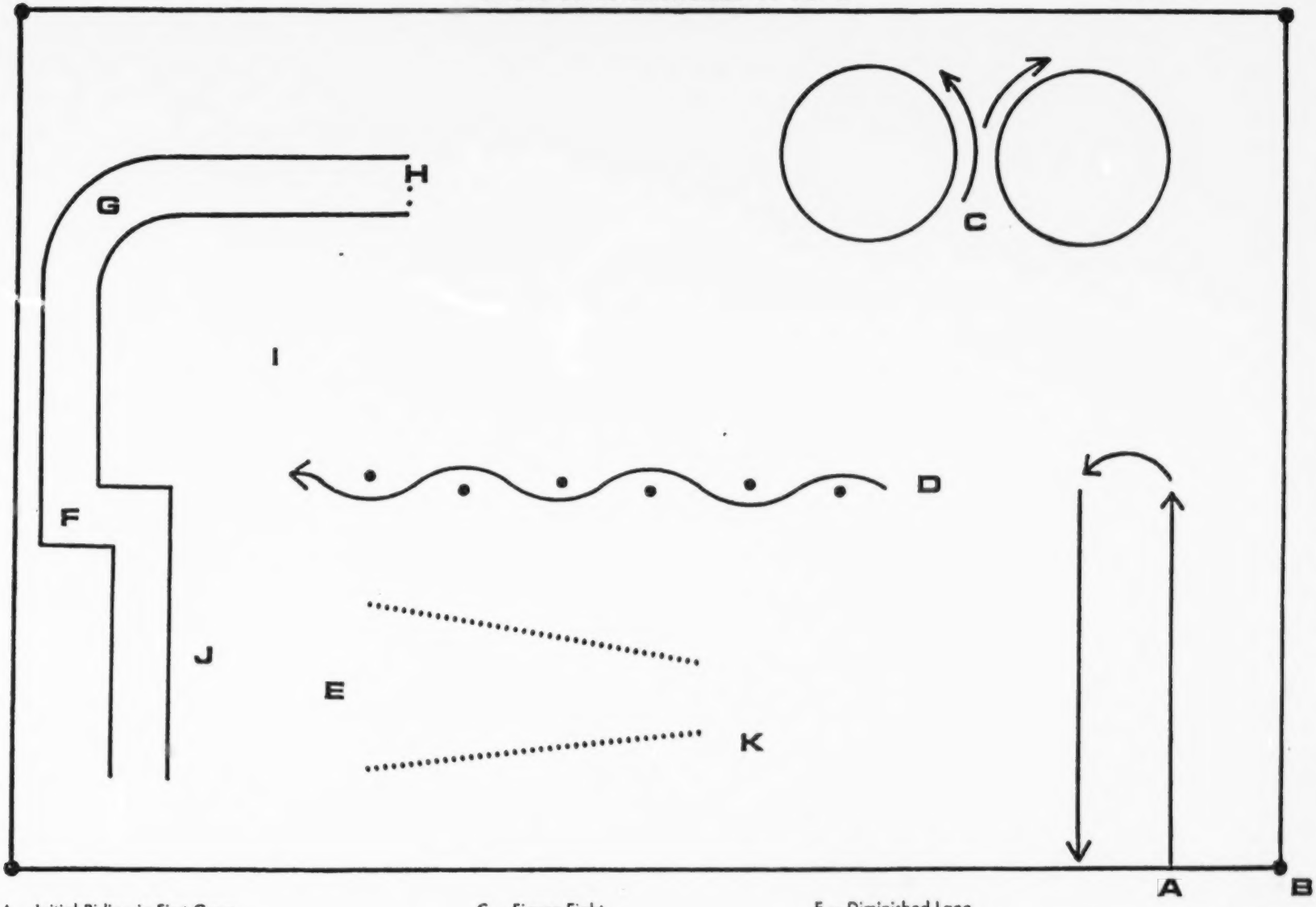




MOTORCYCLE PRACTICE EXERCISES

BASIC SKILL EXERCISES A TO G

Diagram 1



A — Initial Riding in First Gear
B — Rectangle for Shifting Practice
C — Figure Eight
D — Serpentine
E — Diminished Lane
F — Offset Lane
G — Curve

INTERMEDIATE RIDING

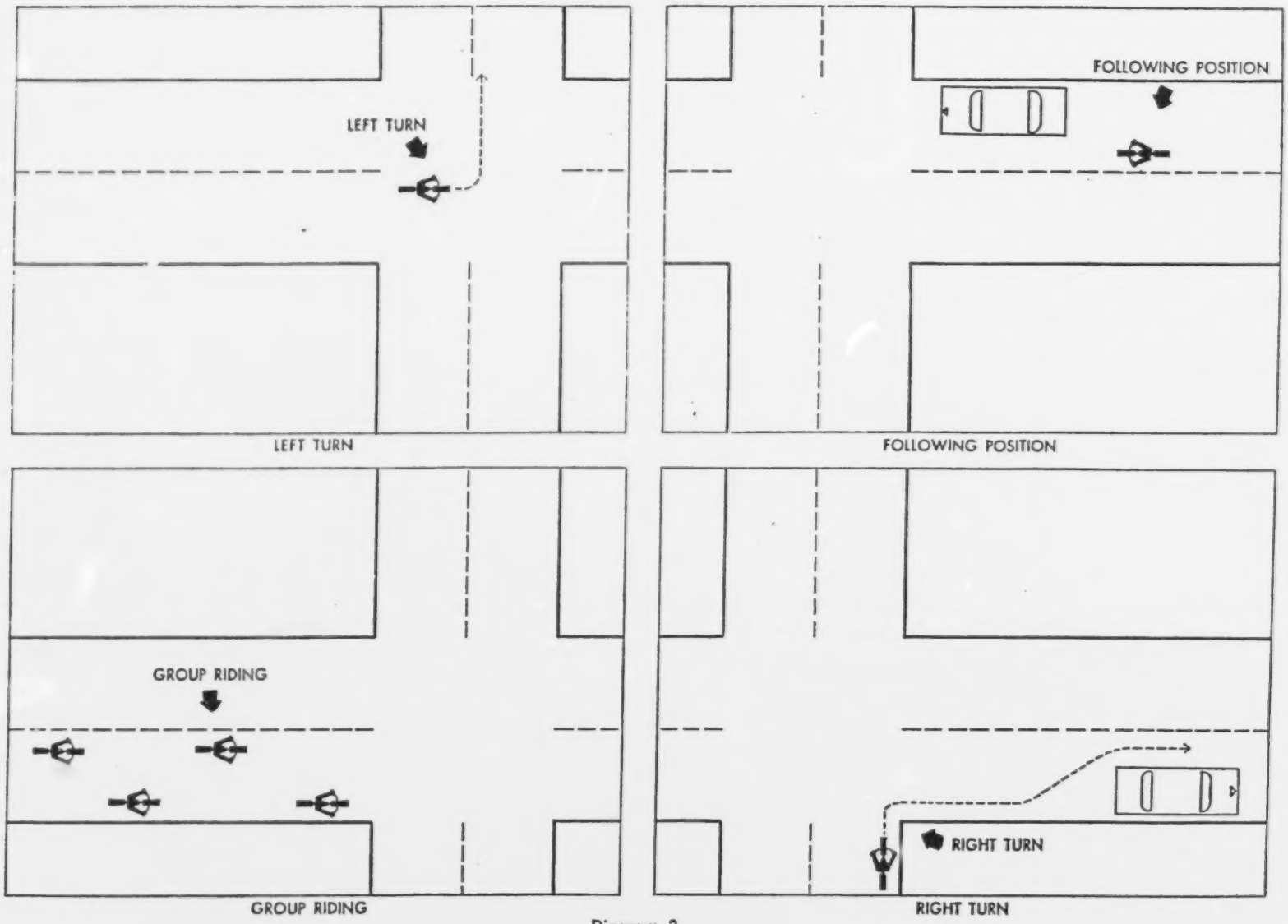
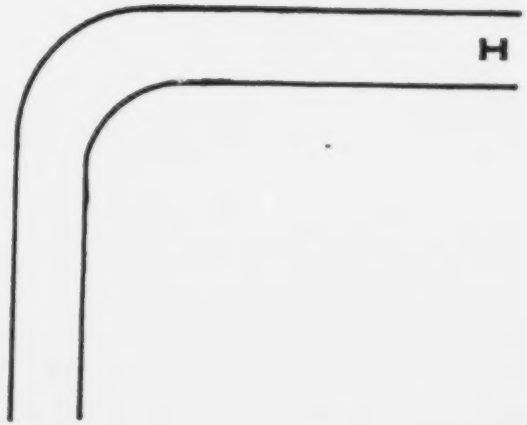
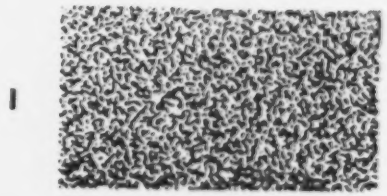


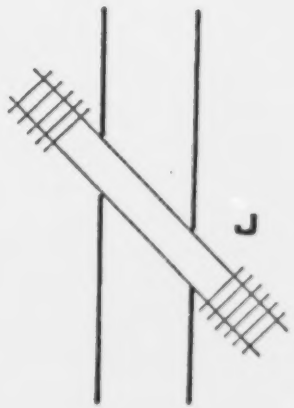
Diagram 3

ADVANCED SKILL EXERCISES H TO K

Diagram 2







H — Emergency Stop
I — Loose Gravel

J — Simulated Railroad Track
K — Teeterboard

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or handicap in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to Jerry L. Evans, State Superintendent of Public Instruction, Len B. Jordan Office Building, Boise, Idaho 83720, (208) 334-3300, or to the Director of Office of Civil Rights, Department of Education, Washington, D.C.

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